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ABSTRACT

The mission of today's school library media center is to help prepare students to enter the information age of the 21st century. To carry out this mission, library media specialists, administrators, and teachers must ensure that students can effectively locate, access, interpret, evaluate, and communicate information. The school library media center can offer assistance if it is adequately staffed and funded to develop a program that reaches all students in meaningful ways. This publication is intended to help districts develop library media programs that meet the needs of students and teachers. The following areas are addressed: (1) the library media center program; (2) library media center staff; (3) resources; (4) facilities; (5) financial support; (6) the library media center and the curriculum; and (7) the library media center and technology. Included in the appendices are state requirements for school library media centers; automation standards for school library media centers; position statements of the American Association of School Librarians; documents relating to material selection, censorship, and copyright issues; a planning guide; and a library media center appraisal checklist. (Contains 61 references.) (JLB)

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The Library Media Center:

A Force for Student Excellence

Texas Education Agency
Austin, Texas

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Foreword

The first version of this publication was entitled *School Library Media Centers* and appeared in 1985. It provided assistance for school districts as they implemented state guidelines for school library media centers. Numerous developments since that time, including the publication of new national guidelines and advances in technology, have made revision of the original publication desirable.

The school library media center can and should play a central role in the education of Texas students, helping them become productive, information-literate citizens in the years to come. The ability of our students to access, locate, manipulate, and synthesize information is a critical one for success in tomorrow's world. These guidelines include recommendations for developing library media programs that can work with students, teachers, and administrators to accomplish that goal.

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Introduction

The mission of today's school library media center (LMC) is to help prepare students to enter the information age of the twenty-first century. To carry out this mission, library media specialists, administrators, and teachers must ensure that students can effectively locate, access, interpret, evaluate, and communicate information. Information takes many forms. No longer limited to linear print formats, information may be found, for example, in a picture, a videocassette, a laser disc, or a computer program. Students today must be prepared to deal with this plethora of information sources to become effective citizens of tomorrow. The school LMC can offer them valuable assistance. However, it must be adequately staffed and funded to develop a program that reaches all students in meaningful ways.

In addition, the effective LMC structures its program to serve teachers. Today, teachers are increasingly basing instruction on a variety of resources, not just textbooks. Whole language and interdisciplinary instruction require different kinds of resources on many subjects. The LMC provides these resources together with an instructional program that is integrated with classroom instruction to guide students and teachers in the effective location and use of information.

This publication is intended to help districts develop library media programs that meet the needs of students and teachers. Only individuals at the district and campus levels can decide what constitutes an effective program for their particular needs. These guidelines should support district and campus planning and decision making, serving as a starting point for these processes.

The Library Media Center Program

The ideal LMC program involves the total school community: students, teachers, administrators, members of the local community. For students, the LMC serves as a laboratory in which students access a wide range of print, audiovisual, and technological materials designed to widen, intensify, and individualize learning. In such a setting, the school library media specialist serves as teacher, materials expert, technology leader, information specialist, instructional consultant, and curriculum consultant as the center is totally involved in the teaching/learning process.

Upon graduation, students will be able to locate, process, and apply information to address problems occurring in everyday situations and to continue learning as a lifelong process.

Library media specialists involve the classroom teacher who shares knowledge of student learning styles, curriculum content, and community expectations to help the specialist build an effective program based on appropriate materials and diverse services to students. Furthermore, the LMC staff seeks to participate in the total instructional program of the school. The principal, as chief administrator, ensures this participation through formulating schedule policies for the center; assigning the library media specialist to curriculum planning, technology, campus decision-making, and textbook selection committees; and promoting the LMC as an essential resource in the instructional program of the campus.

To develop a sense of community expectations for the LMC, staff relies on library committees of parent organizations, presentations and attendance at community or parent meetings, and conversations with parent volunteers in the school. The library media specialist, who has specialized training in selecting, organizing, and integrating resources, draws all these components together to plan and execute a quality library media program.

Services to Students

An atmosphere that will draw students to the LMC is created by a friendly helpful staff, attractive surroundings, and sufficient resources to meet students' research and personal needs. The staff will encourage students to use a variety of materials, engage in group and independent study, and pursue individual interests. Access to information through various formats, including print, audiovisual, and computer-based, will be made available to students. Reading, viewing, listening, and communication guidance will be provided. Student growth in critical analysis will be encouraged through formal and informal discussions with peers and campus staff. Information/library skills will be taught in order that students may locate and use information resources inside and outside the LMC. These skills will be integrated into the curriculum,

and students will make meaningful connections between classroom learning and information skills. Upon graduation, students will be able to locate, process, and apply information to address problems occurring in everyday situations and to continue learning as a lifelong process.

The effective LMC, open before and after school as well as during the day, provides a flexible system for circulating materials designed to meet students' needs. These materials are appropriate to the learning styles, ability levels, and interests of students and are sensitive to the cultural diversity of the community and state. They are provided in a variety of formats. Information and equipment are organized for easy access. Space is set aside for individual, small-group, and large-group activities.

Services to Teachers

The library media specialist plans cooperatively with the classroom teacher to integrate LMC resources into the daily instructional plan. These resources may include audiovisual materials, books, periodicals, and computer software. The library media specialist should be assigned to faculty committees that design, study, revise, and implement instructional strategies and curriculum content. Ideally, teachers and library media specialists have time to jointly plan integrated instruction incorporating information skills into the curriculum. In cooperation with the teacher, the library media specialist will teach information/library skills and the use of subject resources and specialized tools such as computerized databases. Such teaching is most effective when done in conjunction with an organized unit of study that incorporates the learned skills into student assignments and activities.

Information on materials and services available from the LMC, regional education service centers, public libraries, nearby academic libraries, and the school district central library is available to teachers, along with an up-to-date community resources file of field trip locations and names of resource persons in specialized areas. Professional books and periodicals are also available. Teachers will be informed of new acquisitions by the LMC, and bibliographies will be prepared as needed. A collection of books and audiovisual items to support instructional activities may be provided to classrooms upon the request of teachers.

If new or renovated facilities are to be designed, the library media specialist should be actively involved in planning.

The library media specialist should orient all staff members on LMC resources, policies, procedures, services, and facilities. Inservice programs, which include the use of equipment, production techniques, methods of integrating resources into classroom instruction, and evaluation of media, will be conducted by the library media specialist. A collection of materials, including computer software, will be provided and organized to meet the professional needs and interests of teachers. Equipment and supplies for media production activities should also be provided.

Services to Administrators

The library media specialist may help the administrator develop effective campus-level inservice programs by offering sessions in the LMC on the use and production of instructional materials and on coordination of LMC resources and curriculum activities. Bibliographic and reference services should be available to the administrator, along with lists of new acquisitions, audiovisual productions, and other activities. Periodic reports summarizing activities in the LMC should be made to the administrator.

To assist the administrator and the campus decision-making committee in budget preparation, the library media specialist may furnish cost estimates relating to the LMC program and statistics regarding expenditures, collection development, and LMC use. If new or renovated facilities are to be designed, the library media specialist should be actively involved in planning.

Also, administrators may include the school library media specialist as part of campus committees that formulate long-range goals and short-term objectives for the campus instructional program, the use of technology, and the LMC. A library media center committee, composed of representatives from the faculty, administration, student body, and community, should plan and evaluate the LMC priorities. This committee may meet quarterly to determine how closely the LMC program is meeting its objectives and fulfilling its obligations to the school community. The committee should be part of the site-based management process in place on the campus.

Services to the Community

Library media specialists frequently use newspapers, local television broadcasts, school/home newsletters, and presentations at parent-teacher and other civic meetings to build awareness of LMC services. Active in their communities, they take advantage of opportunities to encourage citizens to provide suggestions for program improvement.

Other community agencies such as public and academic libraries and museums can expand the LMC resources through a well-organized, cooperative effort that complements the school's curriculum. The library media specialist should foster this effort through a strong information program keyed to school/community interests.

Examples of this kind of cooperation may include the LMC's publicizing community events of interest, civic projects, local celebrations, and television programs that feature community activities. Programs and demonstrations for the public may be held in the center. Materials and equipment may be loaned to community groups when not in use by students and faculty. Reference and bibliographic services may be offered, along with guidance in the selection of materials for home libraries. The library media specialist should also attempt to involve the community in the LMC operations through volunteer services.

The library media specialist can foster parental involvement by encouraging parents of younger children to check out books to be read by the parent and student together. Parents may also appreciate access to professional materials about parenting techniques and educational strategies. The library media specialist may serve as a resource person to parents wishing to learn more about new technologies and their uses in school and at home.

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

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Woolls, Blanche. *Managing School Library Media Programs.* Englewood, CO: Libraries Unlimited, 1988.

The Library Media Center Staff

The professional and support staff must be well prepared for the LMC program demands. Professional staff members should have a basic knowledge of curriculum development, learning theory, teaching strategies, communications, and technology, as well as school library management, materials selection, and library automation techniques. They should also possess administrative skills, leadership qualities, creativity, problem-solving skills, enthusiasm, and the ability to work effectively with students, faculty, and administrators. All staff members should work to implement programs and strategies that will maximize student achievement.

Professional staff members must hold school librarian's certificates, learning resources endorsements, or certification as learning resources specialists. A library media specialist serving in a district administrative position should hold: (1) a school librarian or learning resources specialist certification and (2) a supervisor's certificate or other state-approved administrative credential.

The LMC program is administered by a professional who knows the curriculum and the teaching styles of campus faculty members and who can assist students and teachers in the selection and use of media.

The size of district and campus LMC staffs is determined by the curriculum, number of users, quantity of materials and equipment, and location and design of facilities. State requirements for minimum staffing are listed in 19 TAC Chapter 63.11. (See Appendix A.) Differentiated staffing, providing a full range of professional, technical, and clerical competencies, is necessary to fully implement an LMC program. The American Association of School Librarians has adopted a position statement on staffing. (See Appendix D.) Responsibility for developing and implementing the program must be assigned to one professional person appointed as the campus or district library media director. Additional staff members are designated as professional school librarians and support personnel.

District Library Media Director

The district library media director should be skilled in communication and management. The director works with campus administrators and site decision-making committees to implement LMC policies. To assist the students in the district, the director arranges cooperative agreements with staff members of public, academic, and special libraries. The director interprets the centers to individuals and to the community, works with other administrators to integrate the LMC program into the district's instructional plan, and encourages effective use of the resources and services available from the regional education service centers.

In addition, the district library media director is a library media specialist who is skilled in:

- supervision, management, and evaluation of LMC personnel and programs
- application of regulations governing the use of local, state, and federal funds
- development of a central source of statistical data concerning the library media program
- interpretation of data
- application of principles of communication, curriculum, technology, instructional design, and materials production
- interpretation of legal requirements in bidding, purchasing, and contracting procedures and in the subsequent evaluation of bids from vendors
- evaluation, selection, acquisition, organization, and utilization of materials and equipment aligned with the educational practices of the district
- implementation and coordination of electronic instructional and management systems

The district library media director works closely with the superintendent, campus administrators, site decision-making teams, and other administrative officers to:

- plan, evaluate, and staff the district's library media program
- draft the annual budget for the total district LMC program
- establish criteria for writing specifications for the selection of books, periodicals, software, and equipment
- direct central acquisition and processing of materials and equipment
- maintain a continuous program for evaluation of instructional resources, services, and equipment
- select, organize, circulate, and encourage effective use of materials and equipment in the district resources collection and professional library
- supervise the district processing center
- participate in the development of a broad-based school curriculum and instructional design
- coordinate the instructional use of all forms of telecommunications such as TENET, as well as the use of television from commercial and public broadcasting systems and cable sources, computer-assisted instruction in the LMCs, and other programs in print, audiovisual, and electronic formats
- plan for professional growth and inservice education for LMC staff and other school personnel through meetings, workshops, conferences, and special presentations

- plan for facilities design, staffing, and acquisition and organization of materials and equipment for LMCs in new schools and for the remodeling of existing facilities
- prepare publications, newsletters, and other aids for transmitting suggestions for improvement of services, information about acquisitions, and news of the profession
- represent the school district in planning sessions for cooperative ventures among area public, academic, special, and school libraries
- serve as a source of information on copyright issues

Campus Library Media Director

The campus library media director serves as a master teacher, materials expert, technology leader, and curriculum consultant. The director is knowledgeable in instructional systems design; media program administration and management; materials selection, utilization, and evaluation; media production; assessment and evaluation techniques; and technology implementation and utilization.

The LMC program is administered by a professional who knows the curriculum and the teaching styles of campus faculty members and who, because of a broad knowledge of learning resources, can assist students and teachers in the selection and use of media. The campus library media director participates in curriculum planning and development and is a catalyst for learning in the LMC and in the classroom. Working with students and teachers is recognized as a first priority.

The campus library media director is competent in:

- curriculum development, teaching techniques, instructional design, and learning theory
- coordination of information/library skills instruction as included in the required essential elements of instruction for all curriculum areas
- program management and materials organization
- leadership and administration
- reading, viewing, and listening guidance
- evaluation, selection, acquisition, and processing of materials and equipment
- retrieval of information for students and teachers, using campus and district resources and community resources such as public and academic libraries
- interpretation of campus test results, leading to planning appropriate learning activities

- implementation and application of electronic systems for instruction and management

The campus library media director:

- works with the site decision-making committee to develop goals and objectives for the LMC program that incorporate campus and district mission statements, goals, and objectives
- works with the site decision-making committee to develop an appropriate budget that meets ongoing LMC needs
- consults and plans with teachers on the selection, appropriate use, and convenient scheduling of materials for classroom instruction
- plans with administrators, teachers, and students, individually and in groups, for effective use of LMC materials and facilities
- provides leadership in evaluating and selecting materials and equipment for purchase through a process that involves faculty, administration, and students. Materials selected will meet student and faculty instructional and recreational needs and will provide options in instructional methods.
- assumes responsibility for processing and organizing all LMC materials and equipment
- schedules group use of the LMC
- encourages student use of materials to satisfy class assignments
- functions as an active member of the faculty by accepting teaching responsibilities in student use of LMC materials, serving as a resource person in classroom activities, and accepting assignments to planning and management committees of the campus and district
- assists in the design and production by faculty and students of locally produced materials
- informs the faculty of available community resources by maintaining a file that includes lists of field trips, persons with special expertise, and community activities and celebrations
- acquires materials not available in the school LMC through interlibrary loan
- provides user guidance in reading, listening, and viewing
- prepares subject area or topic bibliographies incorporating all types of materials
- maintains appropriate lines of communication with campus administrators, the district library media director, other district administrators, and other campus library media specialists
- incorporates district policies and procedures into the campus LMC program

- plans activities to stimulate student and teacher use of LMC materials and facilities
- keeps systematic records and data so that program efficiency can be evaluated
- notifies users of new materials, equipment, and services on a regular basis
- collects information about user interests and needs and routes relevant information and materials to appropriate groups
- plans and directs the activities of other campus professional library media specialists, aides, clerks, volunteers, and student assistants
- develops a useful, relevant professional collection

Campus Library Media Specialist

How many school library media specialists are necessary to implement an effective program? The number depends on the school's enrollment, curriculum, special programs, facilities, materials, and equipment and on state requirements. The hiring of library media specialists who have subject area competencies ensures the greatest degree of support for the curriculum. School library media specialists with teacher certification in the social sciences, language arts, science, fine arts, special education, and vocational and applied technology education add depth to total staff proficiency. Regardless of certification, the library media specialists should understand each student's ability and interest needs, be familiar with the curriculum, and know the resources of the LMC.

The specialist should plan with the classroom teacher to ensure successful integration of library skills with the curriculum being taught in the classroom.

The teaching of information/library skills is the responsibility of the library media specialist. The specialist should plan with the classroom teacher to ensure successful integration of library skills with the curriculum being taught in the classroom. The classroom teacher should remain with the class during this instruction as the successful integration of skills into the instructional program requires the cooperation of both professionals.

Instructional Media Aide

The instructional media aide works under the direct supervision of the professional school library media specialist to help teachers and students prepare and use audiovisual materials and equipment. Special training may be required to prepare the aide for specialized services. The aide may be asked to:

- prepare displays, mock-ups, bulletin boards, graphs, charts, and other instructional aids
- duplicate transparencies and audio and video tapes
- schedule and operate equipment for teachers and students

- assist with the audio and video taping of classroom and other educational experiences
- receive, check, and process new materials and equipment
- maintain equipment and materials
- request and schedule the use of materials from the district LMC, the regional education service center, and other sources
- provide instruction and/or assistance in operating equipment
- assist teachers and students in locating, circulating, and using resources

Library Aide

The library aide also works under the direct supervision of the library media specialist. The aide should know how to:

- type bibliographies, letters, purchase orders, requisitions, and routine correspondence
- prepare and file catalog cards
- operate computerized library management systems
- balance accounts
- operate word processing and other computer programs
- organize, schedule, and circulate materials and equipment
- assist users in locating and using materials and equipment
- shelve materials returned to the LMC and maintain orderly condition of the stack area
- maintain vertical files and files on materials, facilities, and personnel available from community sources
- work with students to maintain an orderly atmosphere
- repair materials and equipment
- help produce instructional media
- assist with inventory and weeding procedures
- keep program records
- maintain an attractive appearance of the LMC

Student Assistant

School districts have the option to allow academically able students to receive state credit for service in the LMC if they enroll in the state-approved course, Independent Study in English. To receive credit, students must meet the

requirements described in 19 TAC Chapter 75.61. The students should be provided with a variety of experiences to retain their interest and to help them increase their research skills. As they begin to understand the organizational structure of a LMC, student assistants will see its relationship to the academic and public library. Student assistants may:

- assist teachers and other students with the proper operation of equipment
- help fellow students locate needed materials
- help circulate, shelve, receive, and process new materials
- assist with production of instructional materials
- develop a personal interest and skill in a selected area such as video production

Volunteer

School volunteers are highly skilled in a wide range of instruction-related areas. Fortunately, many prefer to contribute their services to the LMC. An organized volunteer program is an excellent way to involve parents and community members in the school. Volunteer services are most beneficial when organized so both the volunteer and the staff member are aware of different responsibilities and so the LMC program can benefit from the unique talents of the volunteer. Suggested tasks for the volunteer include:

- telling or reading stories to students
- using story records, films, filmstrips, microcomputer software, and tapes with students
- working with individuals, small groups, and large groups in areas of subject specialization; for example, demonstrating the various arts of music, painting, dance, sculpture, and drama
- assisting in helpful daily tasks such as processing materials, simple mending, maintaining vertical files, making displays, and circulating and reshelving materials

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

Woolls, Blanche. *Supervision of District Level Library Media Programs.* Englewood, CO: Libraries Unlimited, 1990.

Resources

One of the objectives of the LMC is to provide materials and equipment in sufficient quantity, quality, and variety to implement the instructional program and to support the academic growth and personal development of the student. Today the LMC takes an increasingly active role in the school, using its enlarged collections and variety of materials and equipment to become a full participant in the educational process. Its resources, services, and personnel help to implement new developments in curriculum and instruction. Print, nonprint, and computerized resources are equal partners in the learning process, and the LMC is the logical location for centralizing these materials.

The Campus Collection

Materials designed to meet the needs of all learners are evaluated, selected, or developed cooperatively by the library media specialist, teachers, and students. Information about local events, persons, organizations, occupational opportunities, history, and folklore should be available. The school LMC resources may be supplemented through interlibrary loan by materials from other schools in the district, schools in neighboring districts, centralized district collections, and regional education service centers. Particular care should be taken to provide for the individual needs of students involved in bilingual classes, special education, vocational courses, and other specialized programs. The collection should reflect the cultural diversity of the community, state, nation, and world.

Current minimum requirements for collection size may be found in 19 TAC Chapter 63.11. (See Appendix A.)

Each campus LMC contains:

- a basic book collection that is appropriate in subject and quantity for the students served. These materials will be suitable to the students' abilities, interests, and maturity. Care should be exercised to include materials that reflect the ethnic backgrounds and cultures of the community and state and provide current information relative to issues of concern to students.
- an extensive collection of appropriate, popular paperbacks
- materials such as videorecordings, filmstrips, slides, transparencies, recordings, audio tapes, compact discs, laser discs, computer software, maps, globes, art objects, and models to provide alternative approaches to teaching and learning
- computers and related equipment for accessing in-house programs and external databases as well as for student use in producing writing products, multimedia programs, and computer programs

- equipment for using audiovisual materials; equipment for duplicating, processing, and producing materials; and the supplies necessary for producing audiovisual resources for teacher use and for assisting with student production assignments
- a collection of professional books, audiovisual materials, microcomputer software, and journals on learning theory, methods of teaching, classroom management, guidance, child growth and development, and areas of general educational interest to meet the needs of faculty and administration
- copies of local board policies, district curriculum guides, state curriculum frameworks, and other district and state publications appropriate to the educational program of the school
- periodicals supporting the curriculum and reflecting the culture, interests, and grade levels of the students with a periodical index appropriate to the grade levels being served
- local, regional, and national newspapers offering various viewpoints
- pamphlets, pictures, and newspaper clippings relating to current issues, curriculum areas in heavy demand, and local interest stories that supply information not available in other formats
- teacher-made materials unique to the school
- an index to instructional materials and equipment that are available through departments

The District Collection

A more extensive collection of professional and curriculum-related books, periodicals, and pamphlets may be centered at the district LMC. A centralized collection of video and audiovisual materials and equipment may also be maintained to supplement campus collections. Instructional materials produced or developed at the district center are included, along with space for producing teacher-made materials.

The Regional Collection

Special materials and services not available from either the campus or district LMC may be provided by the regional education service centers. Examples include films, videorecordings, and other audiovisual items. If reproduction rights have been secured, copies of videotapes may be provided to local campuses requesting them.

Selecting and Evaluating Materials and Equipment

The selection of materials and equipment is the responsibility of the LMC staff, faculty, students, and administration. All are encouraged to suggest materials to be added to the LMC collection and to share in evaluating materials and equipment being considered for purchase.

Each campus LMC should have a continuing plan for evaluating and selecting materials and equipment.

Several basic considerations related to the local environment, including the needs, interests, abilities, and backgrounds of the students, should govern the selection of materials. Modes of student learning, instructional styles of the faculty, budget limits, and the campus curriculum will also influence selection.

Each district should develop a materials selection policy with the following purposes:

- to build quality collections that will support and enrich the curriculum
- to interpret the selection process to the school and community
- to provide a method for dealing with challenges to materials
- to answer questions concerning sensitive materials

The board of trustees should adopt a district materials selection policy defining criteria for selection and the procedures for screening materials. Documents that may be helpful in developing such a policy are included in Appendix E.

Prior to the purchase of any materials, the needs of the instructional program and of the students should be determined and checked against the LMC current holdings. Each campus LMC should have a continuing plan for evaluating and selecting materials and equipment. The plan should be updated periodically in light of requests from teachers and students. The latest editions of books that evaluate LMC materials and periodicals that review recently published items should be available to campus library media specialists. A policy of selecting materials based on personal recommendation, personal examination, and/or reviews appearing in respected sources is recommended.

The book drive as a means of expanding a school's collection should be considered with caution as materials acquired in this way often do not meet requirements of the instruction program or interests of students. The burden of disposing of unusable materials generally outweighs the value of a few worthwhile acquisitions.

Acceptance of gift collections of books that the donor expects to be permanently on exhibit should also be considered with caution. Few schools can afford to provide space for a collection, however rare and valuable, that cannot be included in normal daily circulation.

The selection of audiovisual equipment will focus on the interdependence of materials and equipment with type, quality, and quantity depending on the school's teaching modes and the use of audiovisual materials. A study of trends in technology will help the district avoid purchasing equipment that will soon be obsolete.

The campus LMC's collection will reflect the diverse races and cultures represented in the state and nation as well as those of other countries.

Reconsideration Policies

The district should have a policy for reconsideration of materials that are challenged. This policy should be approved by the board of trustees and communicated to and followed by all administrators and library media specialists in the district. The policy should include provision of a form for complainants to submit, a definite process for reconsideration, and an appeals procedure. (See Appendix E.)

Cultural Diversity

The campus LMC's collection will reflect the diverse races and cultures represented in the state and nation as well as those of other countries. Perspectives on historical events other than the Eurocentric viewpoint should be present. Existing materials should be examined to ensure accurate presentation, current terminology, and freedom from ethnic and gender stereotyping. The library media specialist should be familiar with the criteria for evaluating multicultural materials and should avoid purchasing or maintaining materials that are superficial and/or condescending in their treatment of various races, cultures, and genders.

Organizing and Maintaining Materials and Equipment

A major organizational objective should be ready access to LMC materials. For the book and audiovisual materials collections, the Dewey Decimal or Library of Congress systems may be used to classify items. Organizational and processing techniques should not be overly complicated, but quality of cataloging should be maintained. The use of a jobber who provides commercial processing might be considered to reduce LMC staff time spent in clerical activities. Processing kits containing catalog cards are also available. Such commercial processing is particularly helpful in school districts without a full-time school librarian or sufficient clerical help. Many jobbers can provide MARC records on disc to be downloaded into the online electronic card catalog and/or circulation system of the campus. A larger school district may organize a central processing center that provides economical processing, uniform cataloging, and a platform for unified electronic databases of district holdings.

Publishers provide many of their books, especially those to be purchased by schools, in sturdy library or reinforced bindings. These are worth the extra cost because of the extended life of the book. Certain types of books that receive heavy use should be ordered in reinforced bindings if library bindings are not available. Books that are worn, but have no missing pages, may be rebound if they are of sufficient value to the collection to justify the cost.

A planned weeding schedule should be developed that ensures every area of the collection is regularly examined.

Equipment should be maintained in good repair at all times. Teachers should be urged to report any equipment malfunction so that problems may be corrected immediately. Audiovisual equipment worn beyond repair or obsolete should be removed from the campus.

Evaluating the Collection

The collection should be periodically and systematically analyzed to ensure that instructional needs are being addressed. Such evaluations may include an age analysis of certain sections of the collection, a usage analysis, and collection mapping (a method of determining the depth of resources in particular curriculum areas). A collection analysis can be used to form the basis of a long-range plan for acquisitions and collection development, as well as determining what areas need to be weeded.

Weeding the Collection

A systematic, on-going program for removing outdated, worn, and/or inappropriate materials from the collection needs to be carried out. Weeding should be done by the library media specialist in conjunction with classroom teachers. A planned weeding schedule should be developed that ensures every area of the collection is examined within a predetermined time frame, usually five to seven years. Weeding some sections of the LMC collection every year is much easier than waiting and trying to weed the entire collection at once.

Withdrawn materials should be disposed of according to district policy. Materials purchased with federal funds may be withdrawn and disposed of in the same manner as locally purchased materials. Record-keeping requirements for materials purchased with federal funds should be adhered to.

The following categories of materials should be weeded:

- out-of-date and incorrect materials. Areas that need careful examination are science, technology, medicine, geography, encyclopedias, dictionaries, and atlases.
- biased, condescending, patronizing, and stereotyped materials

- worn-out and badly damaged materials. Staff should look for brittle, yellow, dirty pages; fine print; ragged bindings; poor quality pictures; and loose and missing sections. They should watch for damaged and incomplete audiovisual materials.
- unpopular, unused, and inappropriately placed materials. Reading tastes, interests, and curriculum emphases may have changed. Also, the collection may contain too many duplicate copies. Failure of a book to circulate is not an automatic signal for withdrawal, however.
- mediocre and poor quality materials
- textbooks. Sets of textbooks, classroom sets of novels, and supplementary texts should not be on library shelves.

Items that should not be discarded include:

- classics, except when a more attractive edition is available or too many copies are on the shelf
- books presenting local and Texas history unless they can be replaced with new copies
- school annuals and other campus publications
- materials that are not subject to rapid change. Included would be fairy and folk tales, fiction, biography, fine arts, sports (with the exception of rule books), poetry, literature, languages, and religion

Recommended guidelines for subject areas of the collection are as follows:

- General Reference: Encyclopedias, atlases, and bibliographic sources should be considered for updating after five years and no later than 10 years. Yearbooks and almanacs should be updated as new editions are published.
- 000s: Computer materials will become outdated quickly. Bibliographies are seldom useful after 10 years.
- 100s: Self-help psychology and guidance materials need to be reviewed for dated pictures and concepts.
- 200s: Philosophical and religious materials should be reviewed individually and as a collection to ensure that various points of view are represented.
- 300s: Certain areas will need constant review. Basic sources on customs and folklore will normally be removed only because of poor physical condition. Depending on the curriculum, historical coverage of economics, communication, transportation, politics, and education will be maintained. Career materials should be removed after five years. Materials dealing with career preparation should be checked regularly for outdated information about qualifications and requirements. Staff should review audiovisual sources for dated dress, mannerisms, and slang.

- 400s: Old grammar materials and foreign language sources should be examined for dated examples and illustrations. Dictionaries differ in words included, especially slang words that have come into common usage.
- 500s: Unless general science works have become classics, obsolete materials should be discarded. Each scientific area differs in the rate of change. Astronomy materials may become dated before botany sources. New discoveries in energy may require updating works in this field more often than materials in subjects such as natural history. Many materials related to mathematics are still appropriate after 15 years while an item about atoms could be inaccurate after two years.
- 600s: Many of the concerns identified for the 500s apply to the 600s as well. Certain materials on medicine, radio, television, industry, and space exploration will become dated rapidly. Other areas such as pets, crafts, and cookbooks may be used often and need to be replaced because of their condition.
- 700s: Handsomely illustrated sources on art, music, and other fine arts may be irreplaceable. Sources that are heavily used should be considered for replacement or rebinding. Materials on certain hobbies may need updating. Sources on various sports should be current, with duplicate copies available according to demand.
- 800s: Literary history should seldom be discarded unless drastic curriculum changes are made. Collections versus individual works of major and minor poets, novelists, and playwrights may be weighed against curriculum needs and usage patterns. Works by local authors should be retained.
- 900s: Most geography and travel materials become dated quickly. Except for items that have become classics, geography and travel materials that are over seven years old should be considered for removal and/or replacement. Materials that combine geographical and historical content should be discarded if the geographical descriptive material is outdated. Historical materials should be examined for usage patterns as well as bias. The collection should contain a range of materials on all historical periods. Mediocre items previously purchased to provide subject coverage should be replaced with better materials as they become available.

Maintaining Records of Materials and Equipment

The staff should maintain an inventory of books, audiovisual materials, and equipment and report it to the administration as required. If an inventory cannot be completed each year, a portion of the collection should be counted. However, the LMC should not be closed for several weeks for an inventory. Many school districts use automated circulation procedures that allow an inventory to be quickly completed.

BEST COPY AVAILABLE

Financial records should be maintained for budgetary reasons. Allocations and expenditures for books, magazines, newspapers, audiovisual materials, and equipment and any other materials purchased through the LMC should be balanced. To verify these amounts, invoices and purchase orders for materials and equipment should be kept for three to five years.

The staff should make a count of the number and type of items. For example, the total number of books in the collection should be known, as well as the number missing, discarded, and lost and paid for during the school year. Each item of audiovisual equipment should be recorded by make, model, and serial number. An accurate count of the collection is necessary to ensure compliance with state requirements for numbers of materials. Also, an accurate count will help the library media specialist prove the need for additional funds or indicate the growth in numbers of the LMC materials.

Materials Purchased with Federal Funds

Guidelines require the recording and tracking of materials purchased with federal funds. The accession record and/or shelflist record should include notation of the funding source, date of purchase, and price. Identifying marks are not necessary on the book, audiovisual item, or piece of equipment, however. The guidelines require that an item purchased with federal funds be tracked for seven years after acquisition. If the item is withdrawn in fewer than seven years, records must be kept until the seven-year period has expired.

Withdrawn items that were purchased with federal funds may be disposed of at the discretion of the district unless the item or piece of equipment has a current market value of more than $1,000. The market value at the time of sale of items originally costing more than $1,000 must be reimbursed to the Texas Education Agency. If the item is not sold, no reimbursement is necessary. Monies received for books that are lost and paid for are treated, according to district policy, the same as monies for any other lost and paid books.

Community Resources

All communities have resources that can enrich the instructional program of the campus. The LMC in each campus should maintain a file or index of community resources, including museums, government agencies, colleges and universities, industries, health agencies, and other places of interest that students may visit. Individuals of special interest and members of organizations are willing to visit schools occasionally and share their knowledge, talents, and experiences. The library media specialist may compile a monthly listing of community events and celebrations to publicize local activities. After observing the presentation, the school staff should evaluate all of these

programs. Local administrative policies may govern the use of community resources and time available during the school day for field trips and presentations.

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

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Kruise, Ginny Moore and Kathleen T. Horning with Merri V. Lindgren and Katherine Odahowski. *Multicultural Literature for Children and Young Adults: A Selected Listing of Books 1980-1990 By and About People of Color.* 3rd ed. Madison, WI: Cooperative Children's Book Center, University of Wisconsin-Madison and Wisconsin Department of Public Instruction, 1991.

Loertscher, David V., ed. *Measures of Excellence for School Library Media Centers.* Englewood, CO: Libraries Unlimited, 1988.

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Slote, Stanley. *Weeding Library Collections.* 3rd ed. Englewood, CO: Libraries Unlimited, 1990.

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Van Orden, Phyllis J. *The Collection Program in Schools: Concepts, Practices, and Information Sources.* Englewood, CO: Libraries Unlimited, 1988.

White, Brenda H., ed. *Collection Management for School Library Media Centers.* Binghampton, NY: Haworth, 1986.

Zuiderveld, Sharon, ed. *Cataloging Correctly for Kids: An Introduction to the Tools.* Rev. ed. Chicago, IL: American Library Association, 1991.

Facilities

The LMC facility that is functional and attractive invites use by students and staff. It should have adequate space, appropriate furniture to accommodate the age and maturity levels of students, and proper control of lighting, sound, and temperature. It should be a place where students and teachers enjoy reading, listening, and viewing materials for instructional assignments and for pleasure. Although LMCs vary considerably in size and shape, they share a common purpose: to provide the facilities to fulfill the library media needs of the campus unit.

Planning for the LMC facilities includes giving consideration to both new and remodeled quarters. New directions in program emphasis, curriculum design, student population, and technology may create a need for change. The Agency publication, *Planning Library Media Facilities for the 1990s and Beyond* (Publication GE1 621 09), will help in the planning process.

State Requirements

In 1991, the Texas Legislature passed Senate Bill 351 which states, "The State Board of Education shall establish standards for adequacy of school facilities. The standards shall include requirements related to space, educational adequacy, and construction quality. All facilities constructed after September 1, 1992, must meet the standards in order to be financed with state or local tax funds." This requirement impacts new construction and remodeling that encompasses more than 50 percent of the entire building.

The minimum requirement for the LMC that has been established by the state is three square feet per student times the rated student capacity of the campus. The size of any elementary school library must be—at a minimum—1,400 square feet. The minimum size of any middle school library must be 2,100 square feet. The minimum size of any high school library must be 2,800 square feet. The LMC will include a reading room, a stack area, and necessary service areas. (19 TAC Chapter 61.101)

Handicapped Access: Federal Requirements

A number of federal laws require facilities to be accessible to handicapped individuals. Section 504 of the Rehabilitation Act mandates handicapped accessibility requirements for schools. The Americans with Disabilities Act (ADA), Title II, extends these requirements to all state and local government entities, whether or not they receive federal funds. Although the guidelines for ADA, Title III, apply to private entities, schools are advised to consider these guidelines when undertaking LMC construction.

If a new campus is created by dividing the enrollment of an overcrowded building, a common practice is to delegate some of the materials to the new LMC. However, this action should be dependent upon the adequacy of the current collection in the original school and the anticipated enrollment of both schools. The library media specialists from both schools should plan together for the best division of resources. Serious problems are inherent in dividing a collection, and this course of action should be undertaken with caution. The most desirable course is for a new LMC to be stocked with new materials.

Bidding Requirements

According to state law, when the items being purchased in a particular category total more than $10,000 for the district, a competitive bid must be issued. [Texas Education Code §21.901 (a)] The goal of the competitive bidding process is to help public schools secure the best materials at the lowest practical prices. The process, which stimulates competition, is in the best interest of the taxpayers. In the case of library media centers, categories include books, audiovisual equipment, audiovisual materials, computer equipment, computer software, library security systems, periodicals, furniture, and supplies.

Unique items that are available from only one source are exempt from the bidding requirements. However, the district must be prepared to prove that the item is truly available from only one source. A statement on file from the publisher or company to this effect is recommended.

Additional information about bidding procedures is available from the Legal Division at the Texas Education Agency. Also see the Agency publication included in the list below.

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

Loertscher, David. *Taxonomies of the School Library Media Program.* Englewood, CO: Libraries Unlimited, 1988.

Texas Education Agency. *Handbook on Competitive Bidding for Texas Public Schools.* Publication AD0 201 01. Austin: 1990.

Woolls, Blanche. *Grant Proposal Writing: A Handbook for School Library Media Specialists.* Westport, CT: Greenwood Press, 1986.

_____. *Managing School Library Media Programs.* Englewood, CO: Libraries Unlimited, 1988.

Financial Support

Methods for determining LMC budgets will vary according to the site-based management process adopted in the district. Adequate resources should be budgeted at the campus level to support the enrollment and to purchase the materials needed to provide curriculum support. An LMC plan should be in place with goals and objectives. This plan will support budgetary allocations to meet specific objectives based on program needs and the resources required to accomplish these objectives.

Guidelines for Annual Expenditures

In preparing the annual budget for instructional resources for the LMC, each of the following items should receive consideration:

- Books. A minimum collection of 10 books per student is required. After this collection size has been established, the collection must continue to be maintained with new acquisitions and replacement of materials that are withdrawn through weeding or loss. A budget that is equivalent to the cost of one new book per student per year is recommended. This formula should not include the cost of encyclopedia sets and unabridged dictionaries, however.
- Audiovisual materials and equipment. A minimum collection of two audiovisual items per student is required. This requirement is decreased to one item per student if the district participates in the media services of an education service center. After the basic audiovisual collection has been acquired, a budget amount equivalent to the cost of one new book per student per year is recommended for materials and equipment. Additional funds are needed for maintaining, repairing, and replacing audiovisual equipment. Additional funds are also needed for audiovisual supplies such as projector lamps, blank videotapes, and transparency film.
- Magazines and newspapers. Both elementary and secondary campuses should have budgets to support the purchase of magazine subscriptions, an annual subscription to a general periodical index, and a subscription to a local newspaper. In addition, secondary campuses should have funds to purchase back issues of magazines in microform and to subscribe to regional and national newspapers. It is particularly important in secondary schools to have an adequate number of periodical subscriptions to support student research on a variety of topics. Increasingly, schools are subscribing to CD-ROM-based magazine indexes. Some of these packages also include access to full-text articles or abstracts on microfiche or CD-ROM of back issues of periodicals. Use of such a product providing electronic-based information access will dictate the configuration of budgets for print subscriptions.

- Encyclopedia sets and unabridged dictionaries. Funds should be budgeted for at least two sets of encyclopedias copyrighted within the last five years. Sets with varying levels of difficulty and subject emphasis are more desirable than multiple sets of the same title. Classroom sets of encyclopedias are purchased from a nonlibrary budget. Unabridged dictionaries should be replaced frequently. Access to a CD-ROM encyclopedia and/or online access to an electronic encyclopedia is desirable. Other reference tools are increasingly becoming available in electronic format.
- LMC supplies and book rebinding. The budget for office supplies, bulletin board materials, catalog cards, and book pockets should be equivalent to 5 to 10 percent of the LMC budget. A rebinding budget of 10-15 percent of the book budget is usually a practical amount.
- Professional materials. The number of professional books and journals needed will vary according to the size and needs of the teaching staff and the availability of centralized professional resources in the district. An amount ranging from $8 to $15 per staff member is recommended. The smaller the staff, the larger the per teacher amount will be.

Funding Sources

Local district monies should provide the majority of the funding for LMC resources and equipment. Other possible sources of funding include ECIA, Chapter IVB; the state technology allotment; grants; parent-teacher organization donations; fines; and lost book payments.

Federal funds must be spent on resources that directly impact instruction. The state technology allotment may be used for computer hardware and software, installation of an online card catalog, subscriptions to CD-ROM products and online databases, telecommunications projects, and other similar purposes.

Financing the Program in a New School

The LMC program in a new school needs the same services and resources as one already established. The requirements for collection size set forth in 19 TAC Chapter 63.11 do not distinguish between new and established campuses.

Since the LMC is tied closely to each instructional area, the program must be ready to function when classes begin. For this reason, funding for staff and materials should be planned in detail by the time construction is started. Indeed, the processing of materials should be underway as the ground is broken. The library media specialist for the new building should order the resources, supervise the processing, and add suggestions.

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

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Knirk, Frederick G. "New Technology Considerations for Media Facilities: Video Technologies and Space Requirements," *School Library Media Quarterly,* Summer, 1992, pp. 205-210.

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Robertson, Michelle M. "Ergonomic Considerations for the Human Environment: Color Treatment, Lighting, and Furniture Selection," *School Library Media Quarterly,* Summer, 1992, pp. 211-215.

Texas Education Agency. *Planning the Library Media Center Facility for the 1990s and Beyond.* Publication GE1 621 09. Austin, TX: 1991.

Walling, Linda Lucas. "Grant Each Equal Access," *School Library Media Quarterly,* Summer, 1992, pp. 216-222.

The Library Media Center And the Curriculum

The primary role of the LMC is to support the curriculum of the campus by providing materials that enhance, extend, and support classroom teaching and by guiding students to become effective users of information. The program of the campus LMC will be shaped by the goals and objectives of the campus, the scope of the curriculum, the teaching patterns in the school, and the needs of the students and staff.

Scheduling

A pattern of scheduling that allows students to visit the LMC on an individual, small-group, and large-group basis as needed is most desirable. This scheduling pattern, usually referred to as flexible scheduling, allows information skills to be taught at the point of need in a meaningful context that meets a curricular objective. Research has shown that students retain more knowledge and are better able to apply and transfer information skills when the skills are taught in context with a curricular connection.

Students should be able to locate, analyze, evaluate, and synthesize information to produce original products that communicate information to others.

Some campuses may wish to use a combination flexible and fixed schedule, with classes coming on a regular schedule to check out books, hear stories, and have literature enrichment activities. The least desirable pattern is that of a completely fixed schedule in which the library media specialist sees every class at a definite time and classes do not have an opportunity to use the library in connection with curricular units. Individual students may also be denied access when seeking to meet an information need or to use recreational reading materials.

The Instructional Program for Information Skills

Information skills are included in the essential elements of the various curriculum areas. The campus instructional team has the responsibility to ensure that these essential elements are addressed. If possible, the library media specialist, together with the classroom teacher, should teach information skills that help students to become information literate. Students should be able to locate, analyze, evaluate, and synthesize information to produce original products that communicate information to others. Such products might include papers, dramatizations, audiovisual productions, and oral reports, among others. An organized program to teach information strategies should be included in all curriculum areas through the LMC.

Resources for Further Reading

American Association of School Librarians and Association for Educational Communications and Technology. *Information Power: Guidelines for School Library Media Programs.* Chicago, IL: American Library Association, 1988.

Barron, Dan. "Getting Rid of Those Rigid Schedules," *School Library Media Activities Monthly,* October 1988, pp. 49-50.

Buchanan, Jan. *Flexible Access Library Media Programs.* Englewood, CO: Libraries Unlimited, 1991.

Dietz, Mary E. "On the Road to Change," *Instructor,* April 1990, pp. 35-7.

Krimmelbein, Cindy Jeffrey. *The Choice to Change: Establishing an Integrated School Library Media Program.* Englewood, CO: Libraries Unlimited, 1989.

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Loertscher, David. *Taxonomies of the School Library Media Program.* Englewood, CO: Libraries Unlimited, 1988.

Texas Education Agency. *Library/Information Skills for Quality Education.* Publication RE6 370 24. Austin, TX: 1987.

Urbanik, Mary Kay. *Curriculum Planning and Teaching Using the Library Media Center.* Metuchen, NJ: Scarecrow Press, 1989.

The Library Media Center and Technology

Today's rapidly changing technology has myriad implications for the LMC. The infusion of computers and computer-based information products into the curriculum must be mirrored in the LMC. Increasing use of computer-based access to information, the availability of computers for student use, and the use of computers to manage the LMC more efficiently and effectively are the prevailing trends.

Searchable Databases

Databases may be accessed through online subscriptions that rely on telecommunications and/or through stand-alone products that are purchased or subscribed to by the LMC. The stand-alone products are generally in CD-ROM format, but these may be replaced in the future by other emerging forms of optical disk technology. Searchable databases include bibliographic databases that yield citations and possibly abstracts for print sources such as periodicals and books, full-text bibliographic databases which include not only citations but also the full text of the source. These databases also include traditional reference works such as encyclopedias that have been transferred into electronic format.

Many campuses are replacing traditional print periodical indexes with electronic indexes.

The use of an online database broker will give the campus access to a large number of databases covering various subject areas. Advantages include the large number of databases that can be accessed and the necessity of paying only for what is used. Disadvantages include the relatively high cost per search in telecommunications charges, the uncertainly in budgeting, and the possible limitation in hands-on student use. Access to a telephone line is required. A campus that has both in-house databases and an online service subscription may use the online service to supplement search results from in-house products.

Many campuses are replacing traditional print periodical indexes with electronic indexes. These may include abstracts and/or full-text microfiche. The advantages of stand-alone databases are that the cost per search is relatively low, and students are able to get hands-on experience in using databases without the pressure of being online with mounting telecommunications charges. The disadvantages include the relatively limited number of databases that most campuses can afford. Increasing use of local-area networks to support these stand-alone databases makes such databases more accessible to larger numbers of students. A fully networked school would be able to access electronic products housed in the LMC from various locations on and off the campus.

A third type of electronic information product that is increasing in usage is the transformed traditional reference work. Several encyclopedias now have electronic versions that enable students to access not only the text of an article but to hear speeches and music and easily locate related topics and illustrations. Other traditional reference works such as poetry and quotation indexes are also appearing in electronic format.

Online Public Access Catalogs

Many campuses are moving to online public access catalogs (OPAC) to replace the traditional card catalog. A number of excellent software packages are available that fit a variety of situations. The advantages of an OPAC include increased access to the collection through a variety of access points, ease of locating collection resources, and encouragement of the ability to use electronic resources to locate information. Because of the increased use of OPACs in academic and public libraries, the ability to use an online card catalog becomes a critical skill for use in future study and work situations.

Implementing an OPAC requires an extensive planning process. Decisions must be made about the type of system that will best meet the needs of the campus and how records of existing resources will be converted into electronic format. The Texas Association of School Library Administrators has adopted standards regarding the bibliographic format and quality of catalog records that are entered into electronic databases. Library media specialists undertaking a retrospective conversion project should be familiar with these standards and implement them to the fullest extent possible. (See Appendix B.)

Library Management Systems

Computerized systems are available to carry out functions for circulation, overdue materials tracking, inventory, and recordkeeping. Software systems may contain these functions in an integrated program purchased as a single unit or as modules that are purchased separately as needed and integrated into the overall system. An online public access catalog system should have integrated management functions. Implementation of a library management system will free LMC staff from repetitive clerical work, improve recordkeeping and reporting, and save staff time.

Telecommunications

Since 1992, Texas has had a statewide educational telecommunications network named TENET. Each district has the right to have one free account, and additional accounts are available for a nominal charge. All professional school district employees are eligible for accounts on the system. TENET allows the user to access a number of databases including several university library catalogs, the NASA spacelink, a weather network, and others. TENET can

be used in many instructional applications. The LMC is a logical place to install TENET to allow student and teacher access to the system.

In addition to instructional applications, educators also have access to bulletin boards and electronic mail through TENET. Educators who are widely separated geographically can thus communicate and share information, ask questions, and get professional updates from the Agency and elsewhere.

Access to TENET requires a computer, a modem, a phone line, and communications software. The preferred software is a public domain program that is available through the ESCs. No telecommunications charges are made for the use of the network, and access is through a local telephone number or an 800 number.

Technology Funds and Planning Committees

A technology allotment from state monies is available to districts, beginning in the 1992-93 school year. These monies will be allocated upon the Agency's receipt of the district's technology plan. Library media specialists should become involved in technology planning at district and campus levels. The specialists should be campus leaders in technology and instructional applications of technology, particularly in the areas of information access.

Technology allotment funds may be used for library automation activities as provided for in Texas Education Code, §14.064. Library applications that may be funded include procurement of OPACs, circulation systems, CD-ROM, and other emerging technology; provision of electronic access to regional, statewide, national, and international resources; and acquisitions of telecommunications equipment for database applications.

Resources for Further Reading

Advisory Committee for Technology Standards and Office for Technology. Texas Education Agency. *Handbook for Technology Planning in Texas Public Schools.* Austin, TX: 1991.

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APPENDIX A:
State Requirements for School Library Media Centers

Title 19, Texas Administrative Code, Chapter 63, Student Services

63.11 Requirements for Library Media Programs

Statutory Citation

Texas Education Code, 11.36: Library Standards.

"(a) The State Board of Education shall establish regulations for accreditation of schools which establish standards for library services and personnel. The standards shall include:

(1) minimum standards for employment of librarians and other library personnel;

(2) acquisition and maintenance of library materials; and

(3) the operation and development of learning resources programs for each school district in this state.

"(b) The standards shall include rules for the expenditures of state funds. The local districts shall not be required to expend local funds for the implementation of this section."

Rule

(a) Each local district must provide financial support for library media services that is adequate to meet the requirements of the section.

(b) The district shall provide the professional services of one or more certified library media specialists to direct and develop the library media program. The distribution of the library media specialists and library aides shall be balanced among the campuses and grade levels of the district. Required minimum staffing patterns are as follows:

(1) A district with 1-374 students in average daily attendance (ADA) must make the services of a certified library media specialist available.

(2) A district with 375-499 students in ADA must provide the services of a part-time certified library media specialist and a half-time library aide.

(3) A district with 500-749 students in ADA must provide the services of a half-time certified library media specialist and a half-time library aide.

(4) A district with 750-1,000 students in ADA must provide the services of a half-time certified library media specialist and a full-time library aide.

(5) A district with over 1,000 students in ADA must provide one full-time certified library media specialist per 1,000 ADA.

(6) Where the services of a library aide are required by this subsection, the district may in all cases use the services of a certified library media specialist for the amount of time required.

(7) Districts with 1,000 or fewer in ADA may enter into a cooperative agreement to provide the services required by this subsection.

(c) The district shall provide a cataloged and centrally located collection of materials that is available to faculty members and students to support instruction and learning in the essential curriculum elements and to satisfy individual interests.

(1) Students and faculty at the campus unit level must have ready access to a centrally housed and organized collection of resources in a variety of formats. Single-campus districts may provide one centralized library media center to house the collection and render the services.

(2) Materials shall be selected using standard selection tools, personal examination, or both.

(3) The collection shall meet at least the following minimums:

(A) books—10 books per ADA or 1,500 books total, whichever is greater; effective September 1, 1993, 10 books per ADA or 2,000 books total, whichever is greater. On single campuses with ADA over 3,000, eight books per ADA.

(B) audiovisual items—items may include filmstrips, slides, transparencies, study prints, pictures, sound recordings, maps, globes, kits, microforms, games, single concept films, 16mm films, audio and video tapes, and microcomputer software, in a total of at least two items per ADA; and

(C) If a district participates in the media services of the regional education service center, the district is required to provide one audiovisual item per student.

(D) Equipment—appropriate equipment for use of the materials.

(E) Inappropriate, worn, and/or obsolete materials and equipment shall be systematically weeded from the collection.

(d) The library media center shall be open and supervised at least half of the instructional day.

(e) The districts are encouraged to work cooperatively with other community institutions that have instructional materials.

(f) The library media program shall include, but need not be limited to, the following services:

(1) an ongoing program is designed to teach and help students and faculty members to use library media materials and services;

(2) students and teachers have access to materials and services to facilitate and extend learning;

(3) students and teachers receive assistance in producing their own instructional materials;

(4) reference and bibliographic services help students and teachers to locate information and materials within the local library media center and from other sources; and

(5) faculty members are supplied with consultation and inservice programs concerning use of library media resources.

APPENDIX B:
Automation Standards for School Library Media Centers

Adopted by the
Texas Association of School Library Administrators,
June 1991

Introduction

The Texas Education Agency, in accordance with provisions in Senate Bill 650, passed in 1989, is in the process of developing plans for an Integrated Telecommunciations System (ITS) to provide information services to local school districts. At the request of the Agency's Office of Technology, a committee representing the Texas Association of School Library Administrators (TASLA) made recommendations regarding possible ITS services that would benefit library media centers. The committee identified access to a statewide database of school library media centers' holdings as the top priority.

Several reasons are apparent why such a statewide database would be advantageous for the state. The proliferation of information and the increasing cost of accessing information make it necessary for schools and districts to share information resources. Being able to access information about the availability of resources will bring many expensive or difficult-to-obtain materials within the reach of small and less affluent districts. Such a database, together with equitable interlibrary loan agreements, would give every student in Texas equal access to information resources, with benefits for both large and small school districts.

With information about the holdings of other school library media centers, librarians can plan expenditures more intelligently, avoiding unnecessary duplication. Funds for resources are unlikely to keep pace with increasing costs during the coming years, and resource sharing will enable schools and districts to spend their money to the best advantage.

Another positive aspect of such a database is the cataloging information that it will make available to library media specialists who are pressed for time. Many academic and public libraries now do most of their cataloging using information obtained from national databases such as OCLC. Subscription costs to such databases are normally beyond the reach of most school districts, but a state-supported database would give library media specialists access to a similar pool of information.

For information resources to be useful, they must be accessible. A statewide database will increase accessibility of resources for all—within the individual library media center, within multicampus school districts, and across district lines. If such a database becomes a reality in Texas, as it has in several other states, it can only bring benefits in increased access to information to the state's students.

Although planning for the database is still in the beginning stage, the TASLA committee believes that one of the first steps should be the development of standards for bibliographic records that would be entered into the database. Such standards will enable school districts

to plan their individual automation projects in such a way as to ensure that bibliographic records will be ready to be merged into a state database when it becomes a reality. These standards can be used when working with vendors on retrospective conversions of records and should guide future additions to local databases.

A subcommittee was formed to draw up these standards with the support of TASLA. The goal of the subcommittee was to formulate standards that would meet or exceed the standards of the Texas State Library for multilibrary databases and that would support the formulation of a clean, usable database. Adherence to these standards will not only enable school library media centers to join in the statewide school database but should also make it easier for them to join in local and regional consortia and networks composed of various types of libraries.

The intent of the committee is that local school districts will find these standards useful in making automation decisions and long-range plans.

General Information

The standards address a limited number of topics that a library media center will consider when automating. As a result, they are not suitable by themselves for use in dealing with vendors but may be included as a part of a more comprehensive set of automation specifications drawn up by the local library media center. Although there are standards that the library media center must meet, those standards are sufficiently limited in number and scope to allow the library media center great latitude in meeting local needs.

The proposed statewide database to which these standards would apply is intended to include monographic materials (books) and audio-visual materials. Periodicals and mass-market uncataloged paperbacks are not specifically included.

Use of the word "shall" means that the standard is required; use of the word "should" means that the standard is desirable but not required. Use of the terms "recommended" or "highly recommended" is an indication of the level of importance attached to the standard.

These standards are closely modeled on the final version of the Project Leadership Automation Standards, published by the Texas State Library. To facilitate comparison of the two sets of standards, reference numbers for the Texas State Library standards are given in parentheses following each section below.

1.0 APPLICABILITY

1.1 All Texas school library media centers are encouraged to adhere to these standards voluntarily. (1.1)

1.2 Projects that use computers for applications that do not create and maintain a bibliographic database are exempt from these standards. Examples of exempt uses include standard office and accounting functions such as word processing, desktop publishing and spreadsheets, and reference materials on CD-ROM and online. (1.2.1)

1.2.1 It is highly recommended that library media centers installing an automated program, whose functions are limited to circulation and inventory, adhere to these standards as much as possible. (No TSL reference)

1.3 Consulting and continuing education services from the Texas Education Agency will promote these standards. (1.3)

2.0 LONG-RANGE AUTOMATION PLAN

2.1 All library media center automation projects should include a five-year plan. This plan should be part of the campus library plan and incorporated in the district library plan. (2.1)

2.1.1 Projects involving more than one library should have a plan for the project as a whole and an individual plan for each of the participating libraries. (2.1.1)

2.2 Long-range automation plans should include but not be limited to: needs, goals, objectives, tasks, and benefits; projected collection growth; projected student population growth; number of titles represented by machine-readable records; hardware; software; hardware and software support; training support; retrospective bibliographic conversion; project administration and staffing; telecommunications; site preparation (computer and workstation locations); implementation, including patron and item conversion and labeling; capital and operating costs, including staffing, utilities, and supplies; and timeline. (2.2)

3.0 CREATING RECORDS

(This standard covers the intellectual content of the record.)

3.1 The goal of these standards is for access points (headings) for all records to conform to the latest edition of the *Anglo-American Cataloguing Rules* (AACR), and that descriptive cataloging for all records conform to the latest edition of AACR. (3.1)

3.1.1 The standard for original cataloging shall be the latest edition of *Anglo-American Cataloguing Rules.* The required level for original descriptive cataloging shall be AACR, Level II. Libraries are encouraged to enhance this standard with the Library of Congress's rule interpretations of AACR. (3.1.1)

3.1.2 It is recommended that existing and copy cataloging records that do not meet current or previous national cataloging standards be upgraded to the latest edition of AACR. The required minimal level for existing and copy cataloging records shall be AACR, Level II. (3.1.2)

3.1.3 Access points for all records (original, existing, copy cataloging) being loaded into the statewide database must conform to the latest edition of AACR. (3.1.2)

3.1.4 It is highly recommended that monograph records added through retrospective conversion projects meet the Association of Research Libraries' *Guidelines for Retrospective Conversion of Bibliographic Records for Monographs*, adopted November 1985. (3.1.4)

3.2 Subject headings shall be assigned from *Library of Congress Subject Headings* and/or *Library of Congress Subject Headings for Children's Literature.* (3.2)

4.0 MACHINE-READABLE RECORDS

(This standard covers converting the cataloging record to machine-readable form.)

4.1 *USMARC Format for Bibliographic Data* shall be the standard for encoding bibliographic data in all formats. Other variations of MARC recognized by MARBI may also be used, for example, OCLC/MARC or RLIN/MARC. (Note: MicroLIF records should be in USMARC (MicroLIF format).) (4.1)

4.2 It is recommended that records contain one or more of the following numeric identifiers, if available: LCCN, ISBN, ISSN, OCLC record number, Standard Technical Report Number, Publisher Number for Music and Sound Recordings, Government Printing Office stock number, and other vendor stock numbers. It is highly recommended that the identifier(s) accurately reflects the bibliographic item held by the library. (4.2)

4.3 Records in the shared database are required to show which participating library contributed the bibliographic record. Field 040 will be used for this entry. (4.3)

4.4 *USMARC Format for Authority Data* is the standard for encoding authority records. (4.4)

4.5 A holdings record, which includes the school code and local call number in Field 852, is required. *USMARC Format for Holdings Data* is the standard for developing the holdings record. (No TSL reference)

4.6 The communications format for accepting and outputting records shall be *USMARC Format for Bibliographic Data,* including *USMARC Specifications for Record Structure, Character Sets, Tapes,* or a variation recognized by MARBI such as OCLC/MARC or RLIN/MARC. (Note: MicroLIF records should be in USMARC (MicroLIF format).) (6.3.1)

5.0 BIBLIOGRAPHIC DATABASE

(This standard covers bringing together machine-readable records to form a database.)

5.1 Bibliographic Records

5.1.1 All records entering the database shall follow the standards found in "Creating Records" (Standard 3.0) and "Machine Readable Records" (Standard 4.0). (5.1.1)

5.1.2 Libraries merging records into the database may define the scope of the local database to be merged. (5.1.3)

5.2 Authority Control

5.2.1 It is required that the Library of Congress Name Authority file be applied to all records entering the database. The control may be automated or manual. Locally created access points formulated according to the latest edition of AACR are acceptable supplements. (5.2.1)

5.2.2 It is required that subject headings be under authority control for the *Library of Congress Subject Headings*, or the *Library of Congress Subject Headings for Children's Literature*. The control may be automated or manual. Locally created access points formulated according to the latest edition of AACR are acceptable supplements. (5.2.2)

5.3 Maintenance

5.3.1 The database shall be maintained to ensure that individual bibliographic records accurately reflect holdings. Generally, additions and deletions to the holdings of individual libraries and changes in holdings should be recorded within the school year. (5.3.1)

APPENDIX C:

Implementing the National Goals for Education Through School Library Media Programs

> Education is the key to America's international competitiveness. Our people must be knowledgeable, as well trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives. (*White House Press Release*, February 26, 1990)

School library media specialists can contribute significantly to the development and the implementation of action plans to address the National Goals for Education developed by the National Governors' Association. This paper, prepared by the American Association of School Librarians, a division of the American Library Association, provides examples of specific actions.

GOAL 1

By the year 2000, all children in America will start school ready to learn.

MAJOR CONTRIBUTIONS:
Library media specialists work with parents, caregivers, teachers, public librarians, and staff members of other agencies to provide materials and pre-reading experiences that will prepare children to enter school.

Examples:

A. In many communities, daycare, Head Start, and other prekindergarten programs are housed in or near schools. The children and staff from these programs use the materials and services of the library media center.

B. Library media center collections in many secondary schools include materials to support curriculum units on parenting, child care, child development, and babysitting.

C. In schools with programs for teenaged parents, library media specialists provide instruction and materials that these students may use in raising children.

D. Library media specialists, in cooperation with classroom teachers or curriculum specialists, offer special services; such as the PEAK program—Parents Enjoying Arithmetic with Kids—to help parents to learn how to work with their youngsters to promote school success.

E. Library media staff members offer book fairs that make quality materials available relatively inexpensively for purchase by individuals of all ages.

GOAL 2

By the year 2000, the high school graduation rate will increase to at least 90 percent.

MAJOR CONTRIBUTIONS:
Working as instructional consultants, library media specialists assist classroom teachers in matching instructional materials to students' learning needs and styles. The school library media program serves as a resource center for teachers, administrators, and parents to provide information on learners' characteristics such as learning anxiety, field dependency, and information processing skills.

Examples:

A. Students' varied learning needs and styles can be accommodated by the wide range of materials in the library media center.

1. The use of multimedia materials and computers to augment print formats can help at-risk students achieve success. Students who view themselves as successful in learning situations are more likely to remain in school.

2. The library media center offers a noncompetitive climate in which students are faced with fewer constraints on time and materials than they may find in traditional classrooms. Students are given many opportunities to be successful.

3. Students' preferred learning styles can be accommodated by the materials available in a wide range of formats and difficulty levels in the library media center's collection.

4. Library media specialists frequently work with individual students in the noncompetitive setting of the library media center. This individualized support encourages at-risk students.

5. Library media center collections reflect the diversity of our nation's multicultural society. Materials in languages other than English meet the learning needs of special populations.

B. Students who are unchallenged by traditional classroom practices receive enrichment through library media center programs.

1. Opportunities to pursue independent study projects are provided.

2. Special projects for students identified as gifted and talented can be coordinated by library media specialists, working in cooperation with classroom teachers.

3. Library media specialists work with classroom teachers to design jointly and teach curriculum units that use a wide variety of materials and approaches to meet students' learning needs.

GOAL 3

By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in American will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

MAJOR CONTRIBUTION:
Library media specialists, working as information specialists, teachers, and instructional consultants, help students develop life-long learning habits, thinking skills, and the ability to use information effectively.

Examples:

A. Through the library media program, students are encouraged to use multiple sources to locate, select, organize and present information. Library media specialists, working with classroom teachers, design assignments that help students develop thinking and problem-solving skills.

B. The library media center provides opportunities for students to use materials in varied formats such as charts, graphs, maps, schematics, and manuals to gain information.

C. Career education materials are available in library media center collections.

D. Through quality library media programs, students develop an understanding of the importance of life-long learning in our continually changing society.

E. Library media collections include current materials such as journals, newspapers, and databases which allow students to locate and use up-to-date information. Often the sources found in the library media center are more accurate and current than the textbooks used in the classroom.

F. As students complete research assignments in the library media center, they develop the basic information gathering, evaluation, analysis, and communication skills they need to function effectively in society.

G. Students are encouraged to create multimedia materials in the library media center to share their knowledge with others.

H. The library media center affords students a rich environment in which to pursue cooperative learning activities.

GOAL 4

By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

MAJOR CONTRIBUTIONS:
Library media specialists, working as information specialists, teachers, and instructional consultants, establish connections that ensure students' and teachers' access to advanced scientific and mathematical information and research and effective instructional materials in these areas.

Examples:

A. Computer hardware and software and the expertise of the library media staff enable students to design and conduct sophisticated scientific and mathematical investigations.

B. Information available in the library media center in a variety of multimedia formats allows the observation of scientific concepts too dangerous, too fast, too slow, too large, too small, or too distant to be observed directly. In some cases, multimedia presentations can be used to teach concepts more effectively than print or verbal descriptions.

C. In many areas of the country, school library media centers participate in networks with public, academic, and special libraries that expand students' and teachers' access to a wide range of scientific and mathematical information and research.

GOAL 5

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

MAJOR CONTRIBUTIONS:
Library media specialists encourage students to read for pleasure as well as for class assignments. Library media collections provide access to materials that reflect ever-changing global events as well as to those that provide historical background.

Examples:

A. Library media specialists work closely with classroom teachers and parents to prevent illiteracy by encouraging students to become avid readers and effective users of information.

B. Adult education classes offered in schools often use the collections and services of the library media centers.

C. In many communities, library media specialists work with staff members from other community agencies to sponsor family literacy programs that address both the prevention and correction of problems.

D. Library media collections include information that encourages a greater knowledge and deeper understanding of other cultures in our rapidly shrinking global society.

GOAL 6

By the year 2000, every school in American will be free of drugs and violence and will offer a disciplined environment conducive to learning.

MAJOR CONTRIBUTIONS:
Library media specialists provide current information on a wide range of issues including drugs and other societal problems. In addition, they may provide sources of nonjudgmental help in dealing with difficult problems and may establish supportive relationships with individual students who seek adult guidance.

Examples:

A. Library media center collections offer materials that can help students develop moral and ethical values.

B. Current and accurate information about drugs and other social problems is readily available in a variety of formats in library media centers.

C. Library media specialists maintain networks with staff members in other community agencies that can help students and teachers obtain services and materials locally, regionally, and nationally.

D. Library media specialists can develop special nonjudgmental, mentoring relationships with individual students.

As stated in the introduction to *Information Power*, the national guidelines for school library media programs published in 1988, the mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by providing intellectual and physical access to materials in all formats; by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas; and by working with other educators to design learning strategies to meet the needs of individual students. (*Information Power: Guidelines for School Library Media Program*, American Library Association (ALA) and Association for Education and Communications Technology (AECT), 1988.)

In carrying out this mission, library media specialists, working with teachers, administrators, and parents, can help the nation address its National Goals for Education and help each child develop to his or her fullest potential. As affirmed by Governor Terry Branstad of Iowa, Chairman of the National Governors' Association, "The efforts we undertake now will chart our course for the future. If we are successful, we will reap economic and social rewards well into the twenty-first century."

American Association of School Librarians, American Library Association, 50 East Huron St., Chicago, IL 60611; telephone, 1-800-545-2433, ext. 4386.

APPENDIX D:

Position Statements of the American Association of School Librarians

The American Association of School Librarians is a division of the American Library Association. These position statements, developed by the Association, are included to reflect the positions of professional organizations in the field of school librarianship. The statements do not necessarily reflect the position of the Texas Education Agency.

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Flexible Scheduling

Schools must adopt the educational philosophy that the library media program is fully integrated into the educational program. This integration strengthens the teaching/learning process so that students can develop the vital skills necessary to locate, analyze, evaluate, interpret, and communicate information and ideas. When the library media program is fully integrated into the instructional program of the school, students, teachers, and library media specialists become partners in learning. The library program is an extension of the classroom. Information skills are taught and learned within the context of the classroom curriculum. The wide range of resources, technologies, and services needed to meet students' learning and information needs are readily available in a cost-effective manner.

The integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers.

Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work. The teacher brings to the planning process a knowledge of subject content and student needs. The library media specialist contributes a broad knowledge of resources and technology, an understanding of teaching methods, and a wide range of strategies that may be employed to help students learn information skills. Cooperative planning by the teacher and library media specialist integrates information skills and materials into the classroom curriculum and results in the development of assignments that encourage open inquiry.

The responsibility for flexibly scheduled library programs must be shared by the entire school community.

- THE BOARD OF EDUCATION endorses the philosophy that the library media program is an integral part of the district's educational program and ensures that flexible scheduling for library media centers is maintained in all buildings and at all levels.

- THE DISTRICT ADMINISTRATION supports this philosophy and monitors staff assignments to ensure appropriate staffing levels so that all teachers, including the library media specialists, can fulfill their professional responsibilities.

- THE PRINCIPAL creates the appropriate climate within the school by advocating the benefits of flexible scheduling to the faculty, by monitoring scheduling, by ensuring appropriate staffing levels, and by providing joint planning time for classroom teachers and library media specialists.

- THE TEACHER uses resource-based instruction and views the library media program as an integral part of that instruction.

- THE LIBRARY MEDIA SPECIALIST is knowledgeable about curriculum and classroom activities, and works cooperatively with the classroom teacher to integrate information skills into the curriculum.

Adopted by the American Association of School Librarians, June 1991.

Appropriate Staffing for School Library Media Centers

The success of any school library media program, no matter how well designed, depends ultimately on the quality and number of the personnel responsible for the program. A well-educated and highly motivated professional staff, adequately supported by technical and clerical staff, is critical to the endeavor.

Although staffing patterns are developed to meet local needs, certain basic staffing requirements can be identified. Staffing patterns must reflect the following principles:

1. **All students, teachers, and administrators in each school building at all grade levels must have access to a library media program provided by one or more certificated library media specialists working full-time in the school's library media center.**

2. **Both professional personnel and support staff are necessary for all library media programs at all grade levels.** Each school must employ at least one full-time technical assistant or clerk for each library media specialist. Some programs, facilities, and levels of service will require more than one support staff member for each professional.

3. **More than one library media professional is required in many schools.** The specific number of additional professional staff is determined by the school's size, number of students and of teachers, facilities, specific library media program components, and other features of

the school's instructional program. A reasonable ratio of professional staff to teacher and student populations is required in order to provide for the levels of service and library media program development described in *Information Power: Guidelines for School Library Media Programs.*

All school systems must employ a district library media director to provide leadership and direction to the overall library media program. The district director is a member of the administrative staff and serves on committees that determine the criteria and policies for the district's curriculum and instructional programs. The director communicates the goals and needs of both the school and district library media programs to the superintendent, board of education, other district-level personnel, and the community. In this advocacy role, the district library media director advances the concept of the school library media specialist as a partner with teachers and promotes a staffing level that allows the partnership to flourish.

Adopted by the American Association of School Librarians, April 1991.

The School Library Media Supervisor

The school library media program is vital in providing students with skills which will enable them to cope with the vast amount of knowledge in our rapidly changing, technologically oriented world. The attainment of the goals of any program can be attributed to many factors; one of these factors is the library media staff. Within that staff, the supervisor plays an important role. The responsibilities of a supervisor can be divided into the areas of teacher, facilitator, administrator, communicator, and leader.

Teacher

As a teacher, the supervisor must know the district's goals and objectives, educational policies, and philosophy. This knowledge is then utilized by membership on curriculum development teams, in planning and implementing the K-12 instructional programs, and in developing and coordinating an integrated program of library skills instruction. The supervisor acts as a resource person to administrators, teachers, and students by providing reference services, assisting in curriculum planning and development, aiding in the creation and preparation of instructional materials, and by demonstrating the effective use of instructional materials in the classroom.

Facilitator

As a facilitator, the supervisor coordinates the operation of the district and building level library media program which encompasses all aspects of media including the wide variety of computer, television and other technological services. Other aspects of this role are providing expensive or limited use materials through borrowing, renting, or providing a central collection and coordinating cooperative library media services with community, area, state, and national agencies and networks.

Administrator

As an administrator, the library media supervisor directs and administers the library media program through determination of educational objectives. The supervisor is responsible for evaluating and making recommendations for the improvement of the library media program, developing and administering the budget, and administering district policies and procedures. These duties entail overseeing the purchasing, processing, cataloging, distribution and maintenance of all print and non-print materials and hardware including microcomputers. Additional responsibilities are previewing and selecting materials as well as administering policies regarding challenged materials and copyright. Personnel responsibilities include selection, supervision and evaluation of the district media office staff and, along with principals, selecting and evaluating building media staff. Closely related activities are the development of job description, recruitment, and hiring of school media personnel. The supervisor serves in a consulting capacity and is actively involved in specifications for remodeling or new construction of library media centers.

Communicator

As a communicator, the supervisor finds ways to communicate with many different groups. This is done through developing newsletters, manuals, bulletins, and handbooks that convey policies and procedures to teachers and students. Reports and studies pertaining to library media are provided as needed to the district, state department of instruction or education, or other agencies. The interpretation and promotion of library media programs and services and its curriculum role in relationship to teachers, administrators, board of education, parents and community groups are important functions of the supervisor. Serving as a spokesperson for media programs, the supervisor represents the district in government, private agencies, and professional organizations in matters relating to the program. The supervisor provides information on educational studies, research, standards, legislation, and growth opportunities to library media staff, administrators, and other teachers.

Leader

As a leader, the supervisor is alert to new ideas, teaching techniques, and methods; explores current developments and innovations; and applies research principles to the development and advancement of library media services. Assessment of the needs and development of long-range plans for the district and building level library media program is the responsibility of the supervisor. The supervisor provides staff development in the use of instructional materials and gives direction to the library media staff in implementing the objectives of the library media program.

The Role of the School Library Media Program

NOTE: The following is a sample statement that library media specialists may adapt for local release.

The school library media program is not only integral to and supportive of the school curriculum, but also provides a mechanism for choice and exploration beyond the prescribed course of study. The school library media program provides a wide range of resources and information

that satisfy the educational needs and interests of students. Materials are selected to meet the wide range of students' individual learning styles. The school library media center is a place where students may explore more fully classroom subjects that interest them, expand their imagination, delve into areas of personal interest, and develop the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view.

The school library media center provides a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in an information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society.

The school library media program serves all of the students of the community—not only the children of the most powerful, the most vocal, or even the majority, but all of the students who attend the school. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all students served. Although one parent or member of the school community may feel a particular title in the school library media center's collection is inappropriate, others will feel the title is not only appropriate but desirable.

The school library media center is the symbol to students of our most cherished freedom—the freedom to speak our minds and hear what others have to say. I urge that the decision of this board be one which reaffirms the importance and value of the freedom to read, view, and listen and sends a message to students that in America, they have the right to choose what they will read, view, or hear and are expected to develop the ability to think clearly, critically, and creatively about their choices, rather than allowing others to do this for them.

Preparation of School Library Media Specialists

School library media specialists have a broad undergraduate education with a liberal arts background and hold a master's degree or equivalent from a program that combines academic and professional preparation in library and information science, education, management, media, communications theory, and technology. The academic program of study includes some directed field experience in a library media program, coordinated by a faculty member in cooperation with an experienced library media specialist. While there may be many practicing library media specialists who have only an undergraduate degree and whose job performance is outstanding, the master's degree is considered the entry-level degree for the profession.

The graduate degree is earned at colleges and universities whose programs are accredited by appropriate bodies such as the American Library Association (ALA), the National Council for the Accreditation of Teacher Education (NCATE), or state education agencies.

Adopted by the American Association of School Librarians, July 1991

APPENDIX E:

Documents Related to Materials Selection and Censorship Issues

Access to Resources and Services in the School Library Media Program: An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the LIBRARY BILL OF RIGHTS apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is by history and tradition the customary language of the United states, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by the persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. School library media professionals implement district policies and procedures in the school.

Adopted by the American Library Association Council, July 1986; amended January 1990.

Request for Reconsideration of Materials

(Reproduced with the permission of the National Council of Teachers of English.) This form may be reproduced or modified for use by local districts as part of a district policy for the process of reconsidering materials.

Title_____ Book _____ Periodical _____

Other_____

Author _____

Publisher _____

Request initiated by _____

Address_____

City_____ State _____ Zip _____ Phone _____

Do you represent:

_____ Yourself

_____ An organization (name)_____

_____ Other group (name) _____

1. To what in the work do you object? (Please be specific. Cite pages of sections.)_____

   _____

2. Did you read, view, or hear the entire work? _____

   What parts? _____

   _____

3. What do you feel might be the result of exposure to this work? _____

   _____

4. For what age group would you recommend this work? _____

_____

5. What do you believe is the theme of this work? _____

_____

6. Are you aware of judgments of this work by literary or other critics? _____

_____

7. What would you like your library/school to do about this work?

_____ Do not assign/lend it to my child.

_____ Return it to the staff selection committee/department for reevaluation.

_____ Other. Explain. _____

_____

8. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated? _____

_____

_____
Signature

_____
Date

APPENDIX F:
Copyright Issues

The proliferation of technology in schools and society has brought about an increasing emphasis on copyright issues. School districts should have written policies to guide teachers and administrators in the use and possible reproduction of copyrighted materials.

The Copyright Act of October 19, 1976 (Public Law 94-553), became effective in 1978. This law set forth some rights for educators and librarians in the "fair use" of copyrighted materials for educational purposes. These rights have been supplemented through interpretations of the House and Senate Reports on the bill and additional guidelines covering photocopying and off-air recording of broadcast programming for educational purposes. Although the interpretations and guidelines are not contained in the law, they were drawn up under the auspices of the U.S. Congress and are generally accepted. They are, however, general guidelines. Specific questions on copyright should be directed to an attorney knowledgeable in copyright issues.

The Copyright Clarification Act of 1990 amends the 1976 U.S. Copyright Act by clarifying that states and state entities, such as public schools, are not exempt from monetary damages for copyright infringement. Therefore, public schools are open to copyright lawsuits.

Guidelines with Respect to Books and Periodicals

I. **Single Copying for Teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. A chapter from a book;

B. An article from a periodical or newspaper;

C. A short story, short essay or short poem, whether or not from a collective work;

D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. **Multiple Copies for Classroom Use**

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; *provided that:*

A. The copying meets the tests of brevity and spontaneity as defined below; *and*

B. Meets the cumulative effect test as defined below; *and*

C. Each copy includes a notice of copyright

Definitions

Brevity

(i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

(ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

(iii) Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

(iv) "Special" works: certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "ii" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

(i) The copying is at the instance and inspiration of the individual teacher, and

(ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

(i) The copying of the material is for only one course in the school in which the copies are made.

(ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.

(iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. **Prohibitions as to I and II Above**

Notwithstanding any of the above, the following shall be prohibited:

(A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

(B) There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

(C) Copying shall not:

(a) Substitute for the purchase of books, publishers' reprints or periodicals;

(b) be directed by higher authority;

(c) be repeated with respect to the same item by the same teacher from term to term.

(D) No charge shall be made to the student beyond the actual cost of the photocopying.

Agreed March 19, 1976
Ad Hoc Committee on Copyright Law Revision

Above taken from *Circular 21: Reproduction of Copyrighted Works by Educators and Librarians*. Copyright Office, Library of Congress.

Guidelines on Photocopying and Interlibrary Arrangements

Subsection 108 (g) (2) of the bill deals, among other things, with limits on interlibrary arrangements for photocopying. It prohibits systematic photocopying of copyrighted materials but permits interlibrary arrangements "that do not have, as their purpose or effect, that the library or archives receiving such copies or phonorecords for distribution does so in such aggregate quantities as to substitute for a subscription to or purchase of such work."

The National Commission on New Technological Uses of Copyrighted Works consulted with interested parties and suggested the following interpretation, on which there has been substantial agreement by the principal library, publisher, and author organizations. The sections of the interpretation which are of particular interest to school library media specialists are excerpted below.

"With respect to any given periodical (as opposed to any given issue of a periodical), filled requests of a library within any calendar year for a total of six or more copies of an article or articles published in such periodical within five years prior to the date of the request [shall constitute] 'such aggregate quantities as to substitute for a subscription to or purchase of such work.'

"In the event that a requesting entity shall have in force or shall have entered an order for a subscription to a periodical, . . . material from which it desires to obtain by copy from another library or archives, because the material to be copied is not reasonably available for use by the requesting entity itself, then the fulfillment of such request shall be treated as though the requesting entity made such copy from its own collection.

"No request for a copy of any material to which these guidelines apply may be fulfilled by the supplying entity unless such request is accompanied by a representation by the requesting entity that the request was made in conformity with these guidelines.

"The requesting entity shall maintain records of all requests made by it for copies of any materials to which these guidelines apply and shall maintain records of the fulfillment of such requests, which records shall be retained until the end of the third complete calendar year after the end of the calendar year in which the respective request shall have been made."

Taken from *Circular 21: Reproduction of Copyrighted Works by Educators and Librarians.* Copyright Office, Library of Congress.

Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes

In March of 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and the Administration of Justice, appointed a Negotiating Committee consisting of representatives of educational organizations, copyright proprietors, and creative guilds and unions.

The following guidelines reflect the Negotiating Committee's consensus as to the application of "fair use" to the recording, retention and use of television broadcast programs for educational purposes. They specify periods of retention and use of such off-air recording in classrooms and similar places devoted to instruction and for homebound instruction. The purpose of establishing these guidelines is to provide standards for both owners and users of copyrighted television programs.

1. The guidelines were developed to apply only to off-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.

4. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, ie., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

7. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Taken from *Circular 21: Reproduction of Copyrighted Works by Educators and Librarians.* Copyright Office, Library of Congress.

The above guidelines do not apply to cable-only programming. Each cable network should be contacted individually to determine its policy on off-air taping for educational purposes. Individual stations or local cable operators should not be contacted as they do not have the right to grant permission.

Suggested Software Use Guidelines

The 1976 U.S. Copyright Act and its 1980 Amendments remain vague in some areas of software use and its application to education. Where the law itself is vague software licenses tend to be much more specific. It is therefore imperative that educators read the software's copyright page and understand the licensing restrictions printed there. If these uses are not addressed, the following Guidelines are recommended.

These Guidelines do not have the force of law, but they do represent the collected opinion on fair software use by nonprofit educational agencies from a variety of experts in the software copyright field.

Back-up Copy: The Copyright Act is clear in permitting the owner of software a back-up copy of the software to be held for use as an archival copy in the event the original disk fails to function. Such back-up copies are not to be used on a second computer at the same time the original is in use.

Multiple-loading: The Copyright Act is most unclear as it applies to loading the contents of one disk into multiple computers for use at the same time. In the absence of a license expressly permitting the user to load the contents of one disk into many computers for use at the same time, it is suggested that you not allow this activity to take place. The fact that you physically can do so is irrelevant. In an effort to make it easier for schools to buy software for each computer station, many software publishers offer lab packs and other quantity buying incentives. Contact individual publishers for details.

Local Area Network Software Use: It is suggested that before placing a software program on a local area network or disk-sharing system for use by multiple users at the same time, you obtain a written license agreement from the copyright holder giving you permission to do so. The fact that you are able to physically load the program on the network is, again, irrelevant. You should obtain a license permitting you to do so before you act.

(Developed by the Software Copyright Committee, International Council for Computers in Education, 1987.)

Model District Policy on Software Copyright

It is the intent of [district] to adhere to the provisions of copyright laws in the area of microcomputer software. It is also the intent of the district to comply with the license agreements and/or policy statements contained in the software packages used in the district. In circumstances where the interpretation of the copyright law is ambiguous, the district shall look to the applicable license agreement to determine appropriate use of the software [or the district will abide by the approved Software Use Guidelines].

We recognize that computer software piracy is a major problem for the industry and that violations of copyright laws contribute to higher costs and greater efforts to prevent copying and/or lessen incentives for the development of effective educational uses of microcomputers. Therefore, in an effort to discourage violation of copyright laws and to prevent such illegal activities:

1. The ethical and practical implications of software piracy will be taught to educators and school children in all schools in the district (e. g., covered in fifth grade social studies classes).

2. District employees will be informed that they are expected to adhere to section 117 of the 1976 Copyright Act, as amended in 1980, governing the use of software (e.g., each building principal will devote one faculty meeting to the subject each year).

3. When permission is obtained from the copyright holder to use software on a disk-sharing system, efforts will be made to secure this software from copying.

4. Under no circumstances shall illegal copies of copyrighted software be made or used on school equipment.

5. [Name or job title] of this school district is designated as the only individual who may sign license agreements for software for schools in the district. Each school using licensed software should have a signed copy of the software agreement.

6. The principal at each school site is responsible for establishing practices which will enforce this district copyright policy at the school level.

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Using Prerecorded Videos in Libraries and Classrooms

Section 110(1) of the Copyright Law allows classroom performance of a video. It states:

> performance or display of a work by instructors or pupils in the course of face-to-face teaching activities of a nonprofit educational institution, in a classroom or similar place devoted to instruction, unless, in the case of a motion picture or other audiovisual work, the performance, or the display of individual images, is given by means of a copy that was not lawfully made . . . and that the person responsible for the performance knew or had reason to believe was not lawfully made . . . [is not an infringement].

Performances that are extracurricular or recreational in nature are not covered by the above section.

Resources for Further Reading

Copyright Office. Library of Congress. *Circular 21. Reproduction of Copyrighted Works by Educators and Librarians.* Washington, D.C.: U.S. Government Printing Office, 1988.

Jackson, Mary E. "Copyright and ILL," *Wilson Library Bulletin,* December, 1991, pp. 84-7.

Pennock, Robin. "Read My Lips: Copyright," *School Library Journal,* June, 1991, p. 50.

Public Broadcasting System. Elementary/Secondary Service. *Copyright: Staying Within the Law; A Resource Guide for Educators.* Alexandria, VA: 1988.

Reed, Mary Hutchings. *The Copyright Primer for Librarians and Educators.* Chicago, Il: American Library Association; Washington, D.C.: National Education Association, 1987.

Scholtz, James C. *Video Policies and Procedures for Libraries.* Santa Barbara, CA: ABC-Clio, 1991.

Wynbrandt, Robert A. "Musical Performances in Libraries: Is a License from ASCAP Required?" *School Library Media Quarterly,* Summer 1990, pp. 245-6.

Resources for Further Information

Association for Information Media and Equipment, P.O. Box 865, Elkader, IA 52043. Copyright Hotline: (800) 444-4203

International Communications Industries Association, 3150 Spring Street, Fairfax, VA 22031. (703) 273-7200

International Society for Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403. (503) 346-4414.

APPENDIX G:
Planning Guide

Throughout this publication, emphasis is placed on acquiring resources and providing services appropriate to the school's instructional program. Local programs and needs may dictate special considerations in planning.

The guidelines on pages 72-83 are suggestions to be used in LMC planning. Three rating levels graduate from minimums stated in Level I to exemplary indicated by Level III. The current status of the LMC may be identified by selecting the existing level. In setting objectives, each campus staff should determine the most desirable level for program effectiveness for the campus, compare this with the existing level, and chart a plan to meet it. Acquisitions should then be made according to program priorities.

LMC Program

Program Components	Level I—Minimum	Level II—Average	Level III—Exemplary
Education goals (campus)	Discussed in generalities in staff meetings	Formally stated and available to staff and community	The function of the LMC specified in formally stated goals
Priorities (campus)	Informal agreement of campus staff	Specified	Specified with LMC services included
Needs assessment	Decisions by individual teachers in preparation for annual book—AV orders	Staff decision on needs for materials and equipment	Staff decision on needs with appropriate budget adjustment
Instruction development	Textbook supplemented by additional resources if the teacher desires	Textbook supplemented by many types of materials as needed by users	Same as Level II with instructional systems developed as needed
Evaluation (of LMC program)	Informal	Formal with recommendation for change	Same as Level II with accompanying budget adjustments
Staff development for classroom teachers	Informal sessions with curriculum staff	Sessions held in response to recommendations from evaluations	Continuous study as determined by campus staff through program planning
Materials selection policies and procedures	Informal book selection policy, LMC staff selects with recommendations from curriculum staff	Stated selection policy for all materials. Formal structure for staff participation in selection.	Board-adopted selection policies. Formal procedures for challenged materials. Structure for student and teacher participation in selection.
Materials circulation	Books circulated when and in quantities needed during school day	Same as Level I with AV materials circulated for in-building use during, before, and after school	Same as Level II with an electronic system. Equipment circulated for in-building or home use—LMC open evenings and summers.
Materials weeding	Campus policy—done when needed	District policy—routine practice	Same as Level II

LMC Program *(continued)*

Program Components	Level I— Minimum	Level II— Average	Level III— Exemplary
Inventory	Shelf list (inventory) of printed materials	Central shelf list (inventory) of all book and AV materials	Same as Level II plus equipment
Catalog	All print LMC holdings cataloged	All materials cataloged	All materials cataloged and entered in an electronic catalog system
Data collection	Some staff time given to data collection	Partial data collection using a campus statistical report scheme	Complete data collection using a district-developed reporting instrument
Networking	Informal communication with other local library entities and campus units	Coordinated use of materials between LMCs with frequent conferences to determine methods of meeting user demands	Formal participation in a regional network, which includes an electronic data base, dedicated to maximizing learning opportunities for students and adults
Instruction in information/library skills	Instruction done by the library media specialist with the intent of combining students' needs for library skills and the essential elements of various curriculum disciplines. Done on a fixed schedule.	Planned cooperatively by classroom teacher and the library media specialist. Class access to the LMC is on a flexible schedule.	Same as Level II with emphasis on interdisciplinary instruction. A formal record kept of students' mastery of essential elements taught through curriculum areas.
Literature enrichment	Classroom teacher reads a book of literary quality daily to students	Library media specialist introduces students to outstanding authors and quality literature and illustration through books, story telling, and the use of audiovisual presentations. Teachers follow up with appropriate activities.	Same as Level II plus the opportunity for students to hear, in person, authors and illustrators

LMC Resources

Resources	Level I—Minimum	Level II—Average	Level III—Exemplary
Books	10 volumes per pupil or 2,000 volumes, whichever is greater	15 volumes per pupil or 8,000 volumes, whichever is greater	20 volumes per pupil or 14,000 volumes, whichever is greater
Books include reference, fiction, nonfiction, and paperbacks. This does not include textbooks or multiple copies of titles purchased for department collections and used as texts.			
Periodicals			
Elementary	10-20 titles	20-35 titles	35-50 titles
Junior high/middle school	45-55 titles	55-70 titles	70-125 titles
Senior high school	55-70 titles	70-105 titles	105-150 titles
Periodicals include those that are curriculum related, that represent pupil interest, and that have divergent editorial viewpoints. A general magazine index, appropriate to the level of the campus, is available for use with periodicals. This index may be in electronic format.			
Newspapers			
Elementary school	1 title	1 local and 1 state title	3-6 titles
Junior high/middle school	2 titles	4 titles	5-10 titles
Senior high school	4 titles	5 titles	6-10 titles
When second and third newspaper subscriptions are added, local, state, and national publications are represented.			
Pamphlets, clippings and miscellaneous materials			
Elementary school	Pictures, study prints, pamphlets	Pictures, study prints, clippings, pamphlets	Same as Level II
Junior high/middle school	File including study prints, pictures, pamphlets	Same as Level I with clippings added	Same as Level II
Senior high school	Same as jr. high/middle	Same as jr. high/middle	Same as Level II
Information included in the pamphlet file is of local interest, on current issues not otherwise available in book format, and on career guidance. Access to certain electronic databases may eliminate the need for all but local interest materials.			

LMC Resources *(continued)*

Resources	Level I—Minimum	Level II—Average	Level III—Exemplary
Audiovisual materials	One item per student	Two items per student	Two items per student or 750 items, whichever is greater
Audiovisual materials include sound filmstrips, videocassettes, audio recordings, slides, posters, charts, art prints, study prints, globes, maps, transparencies, microforms, and computer programs.			
Professional collection	Periodicals organized centrally and easily accessible to teachers	All types of professional materials organized and housed in a special area for teachers where, reading, listening, or previewing may be done	Same as Level II

Equipment

Equipment	Level I—Minimum	Level II—Average	Level III—Exemplary
16mm projector	One per campus	Two per campus	One per 20 classrooms
2×2 slide projector with remote control	One per campus	Two per campus	One per 20 classrooms
Sound filmstrip projector	One per campus	One per 20 classrooms	One per 10 classrooms
Number of projectors in all instances is determined by the program, materials available, and degree of utilization by teachers and students.			
10×10 overhead projector	One per 10 classrooms	One per 5 classrooms	One per classroom
Opaque projector	One per campus	One per campus	One per 20 classrooms
Television receiver	One per floor	One per 8 classrooms	One per classroom
Video recorder/player	One per floor	One per 10 classrooms	One per 5 classrooms
Laser disc player	One per campus	One per 10 classrooms	One per classroom
Video camera	One per campus	One per campus	One per 10 classrooms
As materials in new technological formats become available, consideration should be given to appropriate equipment.			
Record players			
Elementary	One per 10 classrooms	One per 5 classrooms	Same as Level II
Secondary	One per 20 classrooms	Same as Level I	Same as Level I
Audiotape recorder/player	One per 5 classrooms	One per 3 classrooms	One per classroom
AM/FM Radio	One per building	Two per LMC	Three per LMC
Duplicating machine for audio tapes	None	One per building	One per building
Listening center 6-10 headsets			
Elementary	One per 10 classrooms	One per 5 classrooms	One per classroom
Secondary	One per 20 classrooms	One per 15 classrooms	One per 10 classrooms
Headsets are provided for audio equipment.			

Equipment *(continued)*

Equipment	Level I—Minimum	Level II—Average	Level III—Exemplary
Microcomputers in LMC			
For student use	One per LMC	10 per LMC	30 per LMC
For LMC management	One per LMC	Three per LMC	Five per LMC
Microcomputers may be used for online public access catalogs, access to online and/or CD-ROM databases, access to word processing programs, access to curriculum-related programs, and management functions such as circulation, inventory, acquisitions, and serials control.			
Microform readers			
Secondary	One per LMC	Five per LMC	10 per LMC
Microform reader/printers	One per LMC	One per LMC	Two per LMC
Projection screen	One per classroom	Same as Level I	One per classroom, permanently mounted with key-stone eliminator, plus a variety of sizes in LMC
Projection cart with electrical assembly—Projection carts are available for use with equipment to be moved from the LMC for use in classroom or other areas.			
Plain paper copier			
Secondary	One per LMC	One per LMC	One per LMC
Copier for producing transparencies	One per campus	One per campus	One per campus
Dry mount press	One per campus	One per campus	One per campus
Roll laminator	One per campus	One per campus	One per 30 classrooms
Telephone connections	One per LMC	Two per LMC	Five per LMC
Telephone connections are used to access online telecommunications networks such as TENET. Telephones are also useful for troubleshooting library management computer systems.			
Materials theft detection system			
Secondary	One per LMC	One per LMC	One per LMC

Facilities

The state has established a minimum standard for the total size of library media centers. This standard is three square feet per student times the rated capacity of the campus. The following guidelines are recommendations.

Facilities	Level I—Minimum	Level II—Average	Level III—Exemplary
Circulation area	0-100 sq. ft.	100-500 sq. ft.	500-800 sq. ft.
Area to include space for the circulation desk unit, displays, copying equipment, a card catalog or an electronic online public access catalog, a security system (secondary schools), and periodical indexes adjacent or convenient to current, back issues, and/or periodicals in microform.			
Viewing, listening, reading (VLR) area	500-999 sq. ft.	5%'15% of enrollment at 40 sq. ft. per pupil	15%'30% of enrollment at 40 sq. ft. per pupil
Sufficient space should be allowed for tables and chairs; browsing and lounging; carrels that are wired for viewing and listening, computer/CD-ROM stations; and stacks, vertical files, and other free standing or mobile equipment.			
Conference/classroom/ small-group viewing and listening	0-120 sq. ft. (conference and small-group, no classroom)	3 rooms (120 sq. ft. each for conference/small-group, one classroom)	5-8 rooms (120-150 sq. ft. each for conference/small group, one classroom—900-1200 sq. ft.
Small-group viewing and listening may occur in the main VLR area or in small rooms that can also serve as conference areas. Screens, acoustically treated surfaces, and sufficient electrical outlets and light control are provided. Television antenna or cable television drops are available in each area. Movable walls make possible a more efficient use of space provided for conference areas. The classroom is located adjacent or convenient to the reference collection, is equipped for audio and/or visual presentations; has tables and chairs suitable for class activities, including media production; and can be used for shelving or housing infrequently used materials. Television antenna or cable television drops are available, as are computer network connections.			
Administration	Space for desk	150 sq. ft.	150 sq. ft. per media specialist
Small schools may combine workroom-storage-office areas. In larger schools, a separate office is desirable. This area opens into the main LVR area and has glass panels for easy supervision. Larger schools have more than one office.			
Workroom	Processing counter or equivalent	100-200 sq. ft.	300-400 sq. ft.
All workrooms include adequate work space, with a carefully planned counter (18-24 includes deep) with vinyl or formica top and work-type sink, various sizes of storage drawers and cabinets, knee-hole spaces below the counter and shelves above. A counter of two heights is desirable, especially where workroom and office are combines. Adequate electrical outlets and a phone outlet are available.			

Facilities	Level I—Minimum	Level II—Average	Level III—Exemplary
Equipment storage and distribution	100 sq. ft.	200-300 sq. ft.	400 sq. ft. or greater as needed
Larger schools may plan for decentralization of equipment storage for easier access by users. Equipment storage must include adequate security provisions.			
Maintenance and repair	None	Space available	120-200 sq. ft.
Space may be located in the storage area. Additional space is required if maintenance is not provided by the district or by an outside agent.			
Media production	Space available	300-600 sq. ft.	600-800 sq. ft.
Space and equipment are determined by quantity and types of media produced. Facilities for recording educational television broadcasts for instructional use should include humidity, temperature, and sound control.			
Dark room	None	Space available	150-200 sq. ft.
Sinks with running water, electrical outlets, refrigeration, and light control are necessary when photography is included in the school's production program.			
Periodical storage	Shelving for current issues	200-400 sq. ft.	400 sq. ft.
Schools with copying equipment, microforms and readers and/or reader/printers, as well as files of back issues of magazine provide space convenient to the *Reader's Guide*. (See circulation.)			
Teacher/Professional area	100 sq. ft.	200-500 sq. ft.	600-plus sq. ft.
Space for tables and chairs, previewing of print and audiovisual materials, and group meetings is provided in the area where the professional collection is housed.			
Computer learning lab	Tables, seating	200-400 sq. ft.	400-500 sq. ft.
Adequate electrical and telephone connections are needed. Security and lighting are issues to be considered.			
Special facilities			
A radio and/or television studio may be provided at the district LMC. If provided at the campus unit, sound and light control and storage for props, equipment, and supplies are necessary. Facilities are determined on the basis of appropriateness for the school's program.			

Personnel

Facilities	Level I—Minimum	Level II—Average	Level III—Exemplary
Professional	One staff member for each 1000 students (a part-time professional for districts with fewer than 500 students)	1 per 750 students	1 per 500 students
Clerical assistant	1 per 1,000 students	1 per 750 students	1 per 500 students

Library Media Center Profile Chart

This profile chart may be used to show the school's existing and desired program status. Using a current inventory of LMC resources and the Planning Guide in Appendix G, mark this chart to reflect the present condition of the center. Since another level may be desired if user needs are to be met, a second indicator may be recorded to point out areas needing help.

After completing the chart, LMC staff can project plans to achieve the best possible match of services and resources with corresponding budget justification.

	Level I	Level II	Level III
PROGRAM			
Education goals (campus)			
Priorities (campus)			
Needs assessment			
Instruction development			
Evaluation (of LMC program)			
Staff development			
Materials			
Selection policies			
Circulation			
Weeding			
Inventory			
Catalog			
Data collection			
Networking			
Skills instruction			
Literature enrichment			
RESOURCES			
Books			
Periodicals			
Newspapers			
Pamphlets, etc.			
Audiovisual materials			
Professional collection			

	Level I	Level II	Level III
EQUIPMENT			
16mm projector			
2×2 Slide projector			
Sound filmstrip projector			
10×10 overhead projector			
Opaque projector			
Television receiver			
Video recorder/player			
Laser disc player			
Video camera			
Record player			
Audiotape recorder/player			
Am/FM radio			
Duplicator for audio tapes			
Listening centers			
Microcomputers			
Student workstations			
LMC management workstations			
File servers			
Local area network			
CD-ROM drives			
Printers			
Modems			
Microform readers			
Microform reader/printers			
Projection screen			
Plain paper copier			
Copier for producing transparencies			
Dry mount press			
Roll laminator			
Telephone connections			
Material theft detection system			

	Level I	Level II	Level III
FACILITIES			
Circulation			
Viewing, listening, reading			
Conference/classroom/small-group viewing and listening			
Administration			
Workroom			
Equipment storage and distribution			
Maintenance and repair			
Media production			
Dark room			
Periodical storage			
Teacher/professional			
Computer learning lab			
Special facilities			
PERSONNEL			
Professional			
Clerical assistant			

APPENDIX H:

Library Media Center Appraisal Checklist

This checklist provides the basis for evaluating the current status of the LMC. It will indicate areas of excellence and areas of concern. A five-point scale is used to show the degree to which the respondent believes the LMC program is meeting suggested guidelines.

0 = Strongly disagree; 1 = Disagree; 2 = Undecided; 3 = Agree; 4 = Strongly agree

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Program					
1. A written statement of long- and short-term goals for the LMC exists.	0	1	2	3	4
2. The LMC goals reflect the educational goals of the school district and the campus.	0	1	2	3	4
3. The LMC goals are developed with information from the administration, faculty, students, parents, LMC staff, and community.	0	1	2	3	4
4. The LMC program is an integral part of the instructional program.	0	1	2	3	4
5. An educationally sound course of study is in place for teaching information/library skills including scope and sequence, measurable objectives, activities, and evaluational procedures.	0	1	2	3	4
6. A literature enrichment program exposes students to a broad spectrum of quality literary works and superior illustration.	0	1	2	3	4
7. The LMC has a flexible schedule that allow for LMC use by individuals and small and large groups simultaneously.	0	1	2	3	4
8. Borrowing policies encourage use of LMC resources by students and staff.	0	1	2	3	4
9. The LMC works cooperatively with other libraries to provide maximum learning opportunities for all users.	0	1	2	3	4

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. The LMC program is user centered.	0	1	2	3	4
11. The school conducts a continual evaluation of the LMC program.	0	1	2	3	4
12. Copyright regulations are prominently displayed and are explained to staff and students.	0	1	2	3	4

Resources

1. A written policy for the selection and acquisition of LMC materials has been developed and adopted by the board of trustees.	0	1	2	3	4
2. The total school community is involved in selecting materials and equipment for the LMC.	0	1	2	3	4
3. Materials are available to support the curriculum.	0	1	2	3	4
4. The print and nonprint collection is current and meets state standards.	0	1	2	3	4
5. The print and nonprint collection is appropriate for the grade levels served and meets the personal interests and needs of students.	0	1	2	3	4
6. Audiovisual equipment is adequate for the existing collection.	0	1	2	3	4
7. Students have access to a variety of information formats—print, audiovisual, and electronic.	0	1	2	3	4
8. All materials are classified by a standard scheme and are ready for circulation.	0	1	2	3	4
9. Statistical records are maintained to provide information concerning finances; utilization of materials, equipment, and facilities; and yearly inventory records.	0	1	2	3	4
10. A current, well-organized professional collection is available.	0	1	2	3	4

Facilities

1. Facilities are:					
a. located in a convenient area	0	1	2	3	4
b. functional in design	0	1	2	3	4
c. inviting in appearance	0	1	2	3	4
d. accessible to handicapped persons	0	1	2	3	4

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
2. Creative, attractive, and informative displays and bulletin boards are in place.	0	1	2	3	4
3. Adequate provisions are made for:					
a. lighting, heating, air conditioning, and acoustical control	0	1	2	3	4
b. electrical outlets to accommodate LMC activities	0	1	2	3	4
4. Tables, chairs, and carrels meet the physical needs of the student population.	0	1	2	3	4
5. Sufficient adjustable shelving is provided.	0	1	2	3	4
6. Storage areas for equipment, periodicals, and instructional materials are provided.	0	1	2	3	4
7. An instructional materials production area is adjacent to the LMC.	0	1	2	3	4

Financial support

1. The staff communicates the needs of the LMC, with adequate justification, to the administration.	0	1	2	3	4
2. Adequate financial support is provided to maintain, replace, and improve resources in line with program objectives.	0	1	2	3	4

Personnel

1. The campus library media specialist functions as a member of the teaching faculty.	0	1	2	3	4
2. The campus library media specialist helps teachers improve instruction through the effective use of materials and equipment.	0	1	2	3	4
3. The campus library media specialist teaches information/library skills using a well-designed instructional plan.	0	1	2	3	4
4. The campus library media specialist provides guidance in reading, viewing, and listening.	0	1	2	3	4
5. The campus library media specialist serves as a leader in technology implementation and curriculum planning on the campus.	0	1	2	3	4
6. The campus library media specialist serves as a member of campus committees on decision-making and technology.	0	1	2	3	4

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
7. The LMC staff offers assistance to the administration and faculty in the use of equipment and production of instructional materials.	0	1	2	3	4
8. The campus LMC staff is large enough to provide efficient service.	0	1	2	3	4
9. All members of the LMC staff have clearly defined job descriptions.	0	1	2	3	4
10. The LMC staff continues professional growth through participation in workshops and conferences, graduate studies, and active membership in professional organizations.	0	1	2	3	4

APPENDIX I:
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Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a nonsegregated basis;

(3) nondiscrimination in extracurricular activities and the use of school facilities;

(4) nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the basis of race, color, or national origin;

(6) nondiscriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

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If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

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